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MRS. J. P. SYMONDS, 525 West 120 Street, New York 27, N. Y.

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BUSINESS OFFICE

JERRY W. CARTER, JR., PH.D., *Business Manager*, Wichita Child Guidance Center, 3422 East Douglas Avenue, Wichita 8, Kansas.

Correspondence regarding subscriptions and business matters should be addressed to the publishing office at Colorado Springs, Colorado, or to JERRY W. CARTER, JR., PH.D., *Business Manager*, Wichita Child Guidance Center, 3422 East Douglas Avenue, Wichita 8, Kansas.

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Carl R. Rogers

PRESIDENT OF THE AMERICAN ASSOCIATION FOR APPLIED PSYCHOLOGY, 1944-45

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JOURNAL OF
CONSULTING PSYCHOLOGY

PSYCHOLOGY: ACADEMIC AND PROFESSIONAL[1]

BY A. T. POFFENBERGER
COLUMBIA UNIVERSITY

THESE are thrilling times for applied science. War always drives effort in the direction of utility and service. Whatever enterprises cannot be so classified tend to become outlawed for the duration. Human valuations seem, in such emergencies, to shift in a surprisingly short time. What was once a laudable way of spending one's time becomes almost, if not entirely, reprehensible. This has always happened in war time, but the present form of total war has made the phenomenon all the more striking. Just as the young man who is not in uniform today has much explaining to do, so the scientist who is not on an emergency project either within or without the armed services feels, at least, that he must do something to avert the suspicion of incompetence, indifference or actual hostility toward his country. All of this is as it should be, for applied science is thus *helping* to win the war, if indeed, it is not *winning* it.

Psychology has stood shoulder to shoulder with the other sciences in this all-out transition to service. I can discover very few psychologists among the membership of our two major national organizations who have not had some part, more or less conspicuous, more or less direct, in work associated with the war. When the whole pattern of the wartime service of psychology is revealed, as it cannot now be, it will be a revelation even to ourselves, to find how great its practical import has become. For, I suspect, in our unguarded moments we are all inclined to look upon ourselves as very *academic*. None of us can see the whole picture at present, but he who will read between the lines of that remarkable little book *"Psychology for The Fighting Man"*[2] will get some glimpse of the practical utility of even psychophysics.

Wars do come to an end, and it has become the fashion in recent weeks to expect that this one will end sooner than we *expect*. Then will come the period of readjustment, of fitting ourselves, our science and our profession, into the new peace time mould. Business, industry, education and government are taking this readjustment seri-

[1] Presidential Address read at the Eighth Annual Meeting of the American Association for Applied Psychology, Cleveland, Ohio, September 11, 1944.

[2] By a Committee of the National Research Council. Washington: *The Infantry Journal*, and New York: Penguin Books, 1943. Pp. 456.

ously and science must do the same. Fortunately, it is doing so. Psychology, thanks to the foresight and courage of some of its leaders, has tackled the problem promptly and vigorously. A committee set up under the National Research Council, and with a membership representing the varied psychological interests, has labored long and earnestly to prepare us for readjustment. Naturally this committee cannot foresee all the problems nor have perfect, ready-made solutions for all the problems that it does foresee. For things are going to be very different in psychology as elsewhere, and nothing less than omniscience would be needed to do a perfect job. Certain of these readjustment problems psychology shares with the other sciences. A few of them grow out of the primarily academic status of psychology in the recent past and its sudden thrust into the status of a profession.

One of these problems common to all the sciences, but particularly acute in psychology, is the ever present need for the encouragement of academic or pure psychology. Will our heads get turned by the importance of our contributions to life, and by the recognition and remuneration to be derived therefrom, so that we will all be impelled to attempt such contributions, leaving no one to putter around the laboratory, doing the seemingly trivial and crossword puzzle games of science? We should have learned during this war, if we did not know it before, that in psychology as in physics or chemistry no one can predict what will and what will not have practical utility. The only security for applied science is to have as large a body of workers as can be, attacking the problems they are interested in and want to do, regardless of their apparent lack of practical utility, and to give them the facilities and the financial support needed to do so. Psychologists are certainly not more mercenary than other scientific men, but the transition from the large emergency pay envelope to the salary scale of the poor professor will be a jolt and may engender temptations too strong to resist.

I do not mean to belittle the professional aspects of psychology. What I see the need of is a proper balance between the *academic* and the professional personnel, or better still a proper balance *within the individual* between the urge to find out and the desire to make practical use of what is known. It would not be healthful for psychology to have too many, or in fact any, *applied or professional psychologists* who are not also *psychologists.*

Almost exactly ten years ago to the day, in a presidential address to the American Psychological Association, I urged a broadening of that association's platform to include psychology as a profession as well as a science, for I felt then as I do now that each must grow as the other grows. Today I urge that they join forces after a few years of relatively independent growth. It is a debatable question whether independent expansion during this period has or has not given the greater strength. Persons who have the welfare of psychology at heart stand on both sides of the question. But however that may be, fusion seems the surest way to be prepared to meet what lies ahead in the post-war period. There is no better way to guarantee the mutual support of science and profession than to make them one and keep them one.

There is another aspect of the relationship between the *academic* and the professional that is causing grave concern in the United States and Great

Britain and doubtless in other countries as well. The contributions of science to winning the war as well as to the raising of the general standard of living in the pre-war era, are recognized by all. Science has served mankind so well that it deserves financial support from the people's government. An influence of such actual and potential value needs encouragement, to be sure. But to many thinking people an influence of such potency demands regulation and control as well as support in order that it may best serve society. In other words, science has become a service organization, a kind of public utility, and as such calls for regulation. There has been a trend toward "planned research" in Great Britain for ten years or so, and the phenomenal achievements of our own OSRD since the war began has attracted attention toward centralized support and control of science or the totalization of science in this country. In Great Britain the trend has manifested itself in the "Association of Scientific Workers" and in a new division of the British Association for the Advancement of Science, known as "The Division for the Social and International Relations of Science." In this country the trend is represented most clearly by the much discussed Kilgore Bill as it was originally introduced into Congress. The argument for the totalization of science is based on the premise that the legitimate purpose of science is to meet the material needs and desires of ordinary human life. Therefore "scientists cannot be left to choose their own subjects of research, but must submit to central planning so that their work will be specifically devoted to the satisfaction of human material needs and desires."[3]

[3] P. W. Bridgman, "The British Society for Freedom in Science," *Science*, 1944, 100:54.

To combat this movement toward planned research there has been organized in Britain the "Society for Freedom in Science" with membership open to scientists all over the world. One of the immediate objectives of this organization is the preservation of freedom of research in universities where it still has its strongest hold. Of the five propositions laid down by this Society, two are: (1) "Science can only flourish and therefore can only confer the maximum cultural and practical benefits on society when research is conducted in an atmosphere of freedom." (2) "Scientific life should be autonomous and not subject to outside control in the appointment of personnel or in the allocation of the funds assigned by society to science."[4]

As professional psychologists we might be inclined to side with those who advocate totalization of research, for our aims would appear to coincide. But if, as I have urged earlier, our professional progress hangs upon a correlated expansion of pure research, then we should exert every effort to further free and undictated research. The whole matter of centralized planned research takes on a more serious aspect because behind the centralized control there lies the probability of control from the outside, so to speak, and behind that there lurks the spectre of political control of research. At any rate here is a preview of a post-war trend that is of profound import to us as academic and as professional psychologists.

The second series of problems to which we as professional psychologists should give attention grows out of the almost certain rapid expansion of the profession in the early post-war era. It will not be easy to meet that in any adequate fashion. The demand for per-

[4] *Loc. cit*, p. 55.

sonnel will surely be far greater than the available supply. A slower and more leisurely growth would in many ways be more healthful and easier to deal with. Demands have a way of getting satisfied. When the genuine brands run short, imitations appear upon the market and flourish for a time, with consequences that are sometimes deplorable. A host of problems call for answers. Among them are three: What is a professional psychologist? How is he produced? How may he be identified? These are all very old problems, which have challenged our society from the very day it was organized. Answers have been attempted now and then. Courageous individuals and groups of individuals are doing pioneering jobs that in more normal times would point the way to lasting solutions. Time permits mention of only two of these. After years of effort, paid internships in clinical psychology have been established in New York State comparable in many ways to the medical internship. With the program for selecting the interns and with the admirable plans for supervision of their work, a much needed experimental step has been taken toward furnishing actual case experience which is indispensable in the training of professional personnel.

The psychologists of the State of Connecticut are about to introduce a bill into their Legislature that will define the professional psychologist and provide the machinery for certification of him before the world. It wisely carries no restrictive limitations upon professional practice within the State but rather depends upon the intelligent discrimination of those who need the psychologist's services, when he can be readily identified. The psychologists concerned with the forward looking program need our encouragement and support and should have it. No matter that efforts in other states have failed. This may be the auspicious moment.

Internships and certification of licensing must rest upon a base of proper and thorough academic training. And here it seems to me that our educational institutions have not done so well as they might have. An obstacle resides in the distinction between the academic and the professional and the strength of the tradition regarding this distinction, at least in the more conservative institutions. There are the professional schools which give technical training and award professional degrees, M. D., C. E., M. E. and the like, and there is the graduate school proper which gives cultural courses and awards the cultural degrees of A. M. and Ph. D. The training in psychology which such institutions give is not professional training traditionally speaking, and the advanced degrees are not professional degrees. This in spite of the fact that in the past the bulk of persons thus trained entered the profession of teaching. The bare fact is that the most of us have had no training in the profession of teaching — we just taught. Those who entered research exclusively and for whom the advanced training was specifically designed, are almost too few in numbers to be noticeable.

The rise of the psychological profession finds, therefore, no place nor facilities especially suited for its training and no degree or symbol suitable to designate such training when and where it could be pieced togther. For such training has been pieced together here and there and the Ph. D. has become the symbol. There are many who believe that our training for our professional colleagues has been entirely

inadequate, in some divisions of the profession more so than in others, and that the Ph. D. is not an appropriate degree for the purpose. Various makeshifts have been proposed. Why not let the M. A. serve as the special professional degree and make up a program of training for that degree that will meet our requirements. Or why not employ the two or two-and-a-half years of course work leading to the Ph. D. as the basic training and substitute a year or so of internship for the research and the dissertation. A professional diploma could then be awarded instead of the Ph. D. degree. This latter would resemble fairly closely the program of professional training in Germany before the war.

These suggestions are sound in that they emphasize the necessity for fundamental psychological training. But they fall short in that they do not provide the designation Doctor or similar symbol of fitness. What is needed is a professional school of psychology or a professional institute associated with a graduate school where a series of programs will lead to the various professional specialities of industrial, business clinical, consulting psychology, etc., and where an appropriate degree will be awarded for satisfactory completion of the program. Why not the Ps. D. or Doctor of Psychology? Here are two innovations that could not be achieved to date—but innovations that will probably be mild compared to the other changes that it is predicted will occur in the post-war readjustment period. Here is a chance for some enterprising and progressive institution to steal a march on those that are more conservative and slower moving. Once the start is made, others will follow. One of the active committees of our association has been struggling with the problem of professional training and will doubtless report at these meetings. Their recommendations will probably be far less radical than these, but nevertheless I offer them to the Committee and to you in all sincerity as a road to satisfactory training and to a proper prestige for our profession.

There is another need which psychology, like every other profession, will have to face and which grows out of the distinction between the academic and the professional. The former seeks facts and follows the truth let the chips fall where they may. But the professional man has a responsibility to society and a moral obligation to his client that he cannot escape. The doctor of medicine recognizes these needs — his moral obligation to his patient has been symbolized in the Hippocratic Oath for hundreds of years. His responsibility to society is best seen in the current movement toward socialized medicine. The evidences are not so clear in all professions but are discernible in law and engineering and others also. The professions are generally contrasted with business where *caveat emptor* has been the tradition.

Shall the professional psychologist who consults with patients follow the medical tradition and shall the professional psychologist who counsels the businessman follow the traditions of business? Shall a consultant administer and charge for tests when he knows the results will be of no value? Shall the business counsellor advise how to sell vitamin pills most effectively when or if he knows that they will do no good, even though they do no harm? Shall one sell tests to a concern that he suspects will make improper use of them? Make no mistake — these are knotty problems with which the profession will have to deal. In a way, they

are new problems arising within the new profession. There is no body of tradition, no set of ethics ready made against which action can be gauged. It takes time to build tradition and establish it in the profession at large. Building traditions is an educational process. There is no use in laying down rules unless there is general acceptance of them for in such case they will be disregarded. The thing to do, it seems to me, is to set the educational machinery in motion, erect standards within the A. A. A. P. and give publicity to them. Encourage discussion of them and debate upon them. We have a committee on professional ethics which has been struggling to formulate a code, and which has been dealing quietly and efficiently with such cases as fall within its compass. Give the committee your hearty support, and do not treat it as if it were the Society's F.B.I.

A proper sense of social responsibility in our profession may take another form, particularly insofar as clinical and consulting psychology are concerned. The medical profession is struggling with the prospect of socialized medicine. The idea meets resistance, for the transition from an individualized to a social program will raise immense problems of readjustment. A tradition many generations old favors the private practitioners who number in the thousands. Now, I might be asked, why should not a profession which is really just in the making, with traditions not yet established, start with a socialized program? Psychological counselling is a service that every one should be able to secure regardless of his economic state, and therefore should be supported by the community at large. Psychologists should certainly see the need of such a service and the probable benefits from it, if any professional group can be expected to see it. There is a post-war project that will challenge the ingenuity and the courage of the best of us. And, I am told, serious thought is already being given to the matter. Perhaps you will hear of something about it in the course of these meetings or soon thereafter.

I have dealt with only three of the large tasks which await us in the immediate post-war period. These are the maintenance of an interest in and the support of pure research as a foundation for our technology, the working out of an adequate professional training program, and the proper recognition of our professional responsibility to society and to individuals. There are others of smaller scope and narrower significance but time permits mentioning but one or two of them. One of these is the setting up of a good public relations service. Our profession will be new to many who will hear about it, and it will meet resistances due to ignorance, misinformation and the interference with vested interests. Our case must be presented to the public intelligently and diplomatically. This is a perfectly legitimate function and the news services will welcome our cooperation. Too often in the past it has been the trivial, the bizarre and the downright silly that has come to the attention of our public. The fault has been largely ours and we can correct it as other scientific and professional groups have done.

Another need that will be distinctly felt will be a personnel bureau or central exchange for the benefit of those who have services to offer and for those who wish to use such services. The task of placement in colleges and universities is a relatively simple one in comparison to what will be required in other divisions of the profession. Teach-

ers know each other and can spot candidates for jobs by way of such acquaintance. The same holds true for deans and other administrative officers. But when one deals with a wider public, such a system is sure to break down. Witness the necessity for our personnel office in Washington as soon as our services were called for primarily off the campus. The personnel office has shown what needs to be done and what it will take in financing to do it. Our membership will require such service and will expect to get it. Plans for the consolidation of our two great societies envisage such a service to be conducted in the central office of the organization. Our own professional groups will benefit from it far more than will those in academic service, and at a cost which when distributed over the larger membership, will be well within our means.

If I seem to have peopled the immediate future with goblins to frighten us and dragons to devour us, that has not been my intention. I repeat my opening words — these are thrilling times for Applied Psychology. Our opportunities will be great. We must make the most of them. We shall make mistakes, no doubt, but we should try to make the mistakes as few as possible. What we can and should do is provide a strong national organization, which will develop and maintain cordial relations with our neighbor professions and our public, give aid and counsel to our individual members, plan suitable training programs, set up a workable and effective code of ethics, and above all promote in every way the pure science of psychology, for without that as an ever widening foundation our profession will wither and die.

SUMMARIZED PROCEEDINGS AND REPORTS OF THE EIGHTH ANNUAL MEETING OF THE AMERICAN ASSOCIATION FOR APPLIED PSYCHOLOGY

BY ALICE I. BRYAN, *Executive Secretary*

THE AMERICAN Association for Applied Psychology, Inc. held its Eighth Annual Business Meeting at the Hotel Statler in Cleveland, Ohio, on September 12, 1944. The meeting was arranged in conjunction with sessions of the American Association for the Advancement of Science and the American Psychological Association. In accord with urgent requests of the Office of Defense Transportation, the Association limited its program to essential business meetings of the Board of Governors, the Board of Affiliates, and the Board of Editors, which were held prior to the annual business meeting, and to participation in several symposia planned jointly with the American Psychological Association and Section I of the American Association for the Advancement of Science.

The total attendance during the two days of the meetings was 110 members. Nearly 100 members attended the annual business meeting, held just before the annual meeting of the American Psychological Association. When the annual business meeting was reconvened for a brief session after the adjournment of the meeting of the American Psychological Association, a quorum was again obtained. The major item of policy on the agenda was concerned with final action on the reorganization proposals submitted by the Joint Constitutional Committee of the American Psychological Association and the American Association for Applied Psychology.

In the absence of President A. T. Poffenberger, who was called elsewhere on important professional business, the most recent past president, Dr. C. M. Louttit, opened the business meeting. After the report of the Election Committee, Dr. Louttit turned the chair over to Dr. Carl R. Rogers, the newly elected president. Dr. Poffenberger's Presidential Address, entitled "Psychology: Academic and Professional," was read for him by the Executive Secretary at a joint meeting with the American Psychological Association on September 11. This address will be published in the JOURNAL OF CONSULTING PSYCHOLOGY.[1]

MEMBERSHIP

Thirty-three applications for membership were acted upon favorably by the Board of Governors and by the Association. Following established policy, all applicants were elected first as Associates. From this group, the Board of Governors recommended and the Association voted immediate transfer to Fellow of the following three applicants: Eugene Lerner, Dorothy P. Marquis, Douglas Spencer.

Twenty-seven applicants holding the Ph. D. degree were recommended by the Board and elected by the Associa-

[1] [Published in this issue of the JOURNAL OF CONSULTING PSYCHOLOGY, pp. 1-7—EDITOR.]

tion as Associates. This group included: Sidney M. Adams, Robert M. Allen, Horace H. Corbin, Bernard J. Covner, Edward J. Eagen, Maurice H. Fouracre, John H. Gorsuch, Eldred F. Hardtke, Albert J. Harris, Benjamin Kotkov, Stuart Lottier, Mariane Madigan, Robert B. Malmo, Harold J. McNally, Ray S. Musgrave, Lester Raines, Lawrence Riggs, Robert C. Rogers, John H. Rohrer, George A. Satter, Mildred W. Saupe, Elmer B. Siebrecht, Patricia C. Smith, William U. Snyder, Vita S. Sommers, St. Clair A. Switzer, and Malcom Williams. To correct an error of omission made at the 1943 meeting, the election of Harold J. McNally was made retroactive to September, 1943, and payment of dues was waived for the year 1944.

Three applicants not holding the Ph. D. degree were recommended by the Board and their credentials were presented individually to the Association. This group included Robert W. Henderson, Frederick W. Novis, and Esther C. Whitman. They were all elected as Associates.

On recommendation of the Board, the Association voted to transfer the following ten Associates to Fellow: Elinor J. Barnes, Gilbert Betts, Katherine P. Bradway, Paul M. Fitts, Ellis Freeman, Cora L. Friedline, Carl I. Hovland, Wendell S. Phillips, Myrtle L. Pignatelli, and Frederic Wickert.

Resignation from the Association of Walter F. Dearborn and John M. Fletcher was announced.

The deaths of two members, S. D. Evans and Maurice J. Nueberg, were announced. (Within a fortnight after his election as a Fellow, the Association lost by death one of its new members, Eugene Lerner.)

EXECUTIVE SECRETARY'S REPORT

During the third year of wartime activities of the Association, the Secretary again employed mimeographed newsletters as a means of keeping members informed of current happenings. That these communications served in some measure as a substitute for peacetime meetings was indicated by letters received from members in various parts of the country and overseas. Several members in military service wrote that material sent them by the Association was their only link with the profession.

By means of mimeographed memoranda, the Secretary also kept in touch with Section secretaries and other members of the board of Governors. Through these memoranda, it was possible to present a number of important business matters for Board action and to receive opinions and votes even from so-far-distant a member as Colonel Bernreuter, stationed in New Guinea. So efficient were the mails and so prompt the Colonel, that replies to circular letters were received from him before they arrived from some other members much nearer to New York.

For the first time in the history of the Association, it was possible this year to hold special meetings of the Board of Governors during the period between annual meetings. This circumstance was due to the fact that a sufficiently large number of Board members to constitute a quorum were resident in the vicinity of New York. Two special meetings were held, one on October 23, 1943, and the second on February 14, 1944. The President, the Secretary, the Treasurer, and at least one officer of each of the five Sections were present at these meetings. Since, however, some members of the Board could not be present at the special meetings, routine business only was transacted and the meetings were utilized mainly as opportunities for discussion, without action, of important problems

and activities. These meetings also afforded an opportunity for the Board to receive reports from and to advise with officers of the new Military Section in process of formation this year.

Probably the outstanding development within the Association this year has been the rapid growth of the Military Section under the active leadership of its *pro tem* officers. (This development is described in the report of this section, included in these Proceedings.) A number of applications for membership in the Association this year have come from psychologists in military service who were primarily interested in joining the military section.

Application for membership, as a whole, approximated rather closely the number received last year. Forty-three applications were completed in time for presentation to the Board at the 1944 annual meeting, while several more were in process. A number of inquiries regarding membership were also received from persons who obviously could not meet the requirements. Ten Associates applied for transfer to the status of Fellow.

The most important item of business to come to the attention of the Board this year was the report of the Joint Constitutional Committee of the American Psychological Association and the American Association for Applied Psychology. A detailed report of this committee, containing a revised edition of By-Laws for a reorganized American Psychological Association and recommendations for action leading toward adoption of these By-Laws, was submitted to the Board under date of June 3, 1944. The Board accepted this report and approved the basic voting form prepared by the Joint Committee for submission to members of the Association. A copy of this voting form and a printed copy of the revised By-Laws was mailed to each member of the Association on July 25, 1944. Members were requested to send their votes to Commander Louttit, Chairman of the Election Committee, by August 31. To aid members in understanding the issues involved in the proposed reorganization of the profession, the President and Secretary prepared a paper entitled, "Toward Unification in Psychology," which was published in the July-August 1944 issue of the JOURNAL OF CONSULTING PSYCHOLOGY. The Secretary also accepted invitations from four local psychological societies to speak at meetings during the year on plans and problems of reorganization. (The Election Committee's report on the mail ballot on reorganization is published elsewhere in these Proceedings.)

The routine matters involved in carrying on the affairs of the Association were taken care of as usual in the Secretary's office. In addition to sending out nomination and election ballots for filling the office of President, the Secretary also attended to the printing and mailing of election ballots for all five sections. A new issue of the Bulletin on Officers and Committees of the Association was prepared and mailed to all members. A supplement to the second edition of the Directory of Applied Psychologists is in process of preparation.

ALICE I. BRYAN
Executive Secretary

TREASURER'S REPORT

An official audit of the books of the Association was made by Louis R. Lawrence, accountant, and a report submitted to the Treasurer, Marion A. Bills, on January 1, 1944. The Auditing Committee of the Association, composed of Stephen Habbe, chairman, Gustave A.

Feingold and R. H. Mathewson, met on February 17, 1944 to review this audit and prepare a report on the financial status as of December 31, 1943. This report was published in the July-August 1944 issue of the JOURNAL OF CONSULTING PSYCHOLOGY.

The Treasurer presented an interim financial report as of August 31, 1944, prepared on both a cash and a revenue basis. This report (cash basis) shows an excess of income over disbursements for the period from January 1, 1944 to August 31, 1944, of $5,715.39. The total of balance and receipts was $9,141.69; disbursements totalled $3,426.30. The gain for the period covered by the report was $1,615.40. A final audited statement will be published after the end of the fiscal year.

Budget.—The budget for 1945, as recommended by the Board of Governors and adopted by the Association, is as follows:

Income		
Estimated dues for 1945	$4,438.	
Estimated dues for earlier	300.	
Application fees	100.	
JOURNAL OF CONSULTING PSYCHOLOGY Sales	795.	
Return from Office of Psychological Personnel	250.	$5,883.
Budget Allotments		
Executive Secretary's Office	$1,600.	
Treasurer's Office	200.	
Clinical Section	25.	
Consulting Section	50.	
Educational Section	50.	
Industrial Section	25.	
Military Section	75.	
Professional and Task Committees	350.	
Board of Affiliates	200.	
National Comm. on Rehabilitation	25.	
National Conference of Social Work	60.	
Office of Psychological Personnel	1,000.	
Contingency Fund	150.	
Board of Editors	25.	
Business and Circulation Manager	425.	
Monograph Series	200.	
Bulletin Series	25.	
JOURNAL OF CONSULTING PSYCHOLOGY		
Publication	1,600.	
Editorial	500.	
		$6,585.

PROFESSIONAL COMMITTEES

Appointment during the year of a new standing committee on Psychological Foundations of Adult Education raised the number of professional committees of the Association to fifteen. Upon request of the American Psychological Association, a motion was passed at the Annual Business Meeting providing for a joint committee of the two associations on clinic certification. It was voted to use the name, "Committee on Standards for Psychological Service Centers," to designate this joint committee. The following persons were appointed as members: David Shakow, chairman, Jerry W. Carter, Jr., Norman Fenton, Donald B. Lindsley, C. M. Louttit, Marie Skodak and Robert M. Yerkes. The new joint committee replaces the present Committee on Clinic Certification of the American Association for Applied Psychology.

Requests for reports to be submitted prior to the annual meeting were sent to all chairmen of professional committees. The chairmen of the Committee on Standardized Tests and the Committee on Professional Employment of Psychologists replied that no meetings had been held and that these committees had no reports to submit. Six committee chairmen did not reply. Reports submitted by the chairmen of the other seven committees were accepted with

thanks by the Board of Governors and by the Association. These reports follow.

Committee on Clinic Certification

The Committee, on appointment, was charged with: (1) preparing standards for psychological clinics, (2) making a survey of existing clinics, (3) recommending clinics for certification.

Because of numerous difficulties due to the emergency and the wide geographic distribution of its members, it has not been possible for the Committee to hold a physical meeting. However, correspondence has been carried on among the members with respect to several of the problems raised by the assignment, some discussions of the general problems covered by the Committee have been held with several groups of psychologists, and contact has been established with other organizations having certifying functions.

It is the belief of the Committee that the last two tasks, that of a survey and that of actual recommendation for certification must be postponed. A survey of existing clinics does not seem desirable at the present time since the war has depleted staffs and limited facilities considerably. The investment of effort in a survey made at the present time would not justify itself since a revision would undoubtedly be necessary shortly after the war. For the present, it seems wise to continue with the list published in February 1942 by the Committee which preceded the present one. It is the feeling of the Committee, however, that the new survey when published should go beyond a mere listing and provide basic data on the personnel and facilities available at each clinic for diagnosis, therapy, training, community education and research.

The Committee has made a beginning on its first task, viz., that of setting up standards for psychological clinics. Thus far, attention has been directed mainly at examining certain preliminary problems, delimiting the field and deciding the order of the Committee's activity. We are impressed with the complexity of the task set before us and feel that for practical purposes it is necessary to limit our activity for the present to problems of a general nature and only to the specific consideration of certain types of set-ups, viz., child and adult clinics functioning in connection with agencies concerned with behavior disorders. Clinics working with educational, vocational, and personnel problems constitute a group whose special consideration should come later. It will probably be necessary for the Committee, as it goes deeper into the problem, to make a further subdivision.

In defining a "psychological clinic" the Committee is tentatively including only those organizations connected with a non-profit-making, public or private social agency in which a psychologist, working with other professional persons, is an integral member on a professional basis. This excludes private consulting services and those clinics in which a psychologist is either not at all employed or employed on merely a technical basis. The Committee recognizes the difficulties involved in such a definition and expects to have to make revisions in the light of experience.

Some of the questions in relation to standards which the Committee has considered have been: (1) Should separate standards be set up for diagnosis, treatment, training, research, community relationships? (2) Since certification requires the evaluation of personnel, facilities and the quality of work done, what general standards should be

set up for these and which procedures should be used in their evaluation? Must the Committee limit itself to data derived from questionnaires, or can means be provided for evaluations based on personal visits by members of the Committee or its representatives? (3) What overlap is there between the problems raised by clinic certification and those of individual certification and graduate school certification? (4) What should be our relationship with and attitude towards certifying agencies of other groups which set up standards, e. g., the National Committee for Mental Hygiene which supervises Child Guidance Clinics? (5) Shall we concern ourselves with the problem of the certification of specialized technical services, such as remedial reading clinics, which do not have psychologists but which may meet certain standards?

From Committee discussions to the present at least two broad principles have emerged: (1) that reasonably high standards should be established in order to help put the psychological clinic situation in order; (2) that the field covered by clinical services is almost always one in which several different professions are involved and that it is desirable for the psychological group to do all in its power to work cooperatively with the other groups in order to define functions and achieve standards of performance which meet the needs of the community.

JERRY W. CARTER, JR.
NORMAN FENTON
DONALD D. LINDSLEY
C. M. LOUTTIT
DAVID SHAKOW, *Chairman*

Committee on Relations with the Medical Profession

The Committee on Relationship with the Medical Profession has not had a meeting. There has been some communication between the Chairman and Dr. Gilbert Rich on the subject of an article which appears in the AMERICAN MERCURY for July, in which Dr. Link takes psychiatrists to task. It was recommended that we as two members of the Committee, since we had no time to consult with the other members, should submit a recommendation to the council as two members of the Committee rather than the Committee as a whole.

It has been almost impossible to find out with any degree of exactness the relationship of the psychologists to psychiatrists in the Army and Navy. In some instances, particularly in induction boards, transfer centers, rehabilitation centers and the psychiatric division of general hospitals, the working arrangement between clinical psychologists and psychiatrists has been very satisfactory. This relationship fluctuates from post to post and assignment, but as a whole not much resistance by psychiatrists has been reported and such friction as I have been able to learn about depends more upon interpersonal relationships rather than disagreements of disciplines.

I hope that by this time next year the Committee will have a more definite report to make.

LOWELL S. SELLING, *Chairman*

Committee on Relations with the Social Work Profession

The National Conference of Social Work held its first annual conference of two years in Cleveland the last week of May, 1944. The American Association for Applied Psychology participated in the conference by presenting two programs on the afternoon of Wednesday, May 24:

2:00 P. M.—3:30 P. M.

Presiding Officer: Marie Skodak, Di-

rector, Flint Guidance Center, Flint, Michigan.
General Topic: Some Current Psychological Techniques.
Subject: (1) The Rorschach Method and its Significance in the Mental Hygiene Program.
Speaker: Marguerite R. Hertz, Research Associate, Brush Foundation, Western Reserve University, Cleveland, Ohio.
Subject: (2) How Client Develops Insight in a Counseling Relationship.
Speaker: Carl R. Rogers, Professor of Clinical Psychology, Ohio State University, Columbus, Ohio.

4:00 P. M.—5:30 P. M.

Presiding Officer: Carl R. Rogers, Professor of Clinical Psychology, Ohio State University, Columbus, Ohio.
Speaker: (1) Demonstration Program Illustrating Psychological Procedures in the Rehabilitation Program.
Subject: (2) Case Presentation.
Speaker: Frederick W. Novis, Assistant Director, Bureau Rehabilitation Service, Hartford, Conn.
Participation by the audience in program planning discussion of cases presented.

The formal program which was offered from 2:00 to 3:30 was attended by an audience of something over a thousand people. Members of the Committee who were present report that there was interested discussion on the part of the audience at both programs.

Because of difficulties of shipment and transportation the Committee continued last year's policy of not attempting to organize either a booth exhibit or a consultant's service. Tables containing psychological exhibits were placed in the auditorium where the meetings were held.

During the past few years it has been brought to the attention of the members of the Committee that there are many questions as to what is appropriate procedure in various situations arising between psychologists and social workers who are working together. It is represented that there is great inconsistency in the procedures which have been developed in such situations in different parts of the country. Typical problems were listed and sent to members of the Committee with a request for suggestions as to further procedure. These problems were also incorporated in a letter to the general membership of the American Association for Applied Psychology, asking for suggestions from the membership. This was sent to the editor of the JOURNAL OF CONSULTING PSYCHOLOGY with the request that it be published in the JOURNAL as an open letter. The editor assured me that this will be done.[2]

Through the kind offices of Mrs. Helen Gant, social worker and member of the Committee, a meeting of the Committee members who were able to attend the National Conference of Social Work in Cleveland was arranged with representative members of the social work profession present to discuss with them joint problems and policies. A report of this meeting follows:

> The Committee on Relations with the Social Work Profession met in connection with the National Conference of Social Work at Cleveland May 24, 1944. Those present were Dr. Reymert, Dr. Rogers, Dr. Skodak, Dr. Hertz, Mr. Joseph P. Anderson, Executive Director of the American Association of Social Workers, representatives of two schools of social work, and heads of Family and Children's Agencies.
>
> A brief summary of the activities of the Committee was presented by Dr. Rogers, Dr. Reymert, and Mrs. Gant. Much interest was expressed

[2] [Published in this issue of the JOURNAL OF CONSULTING PSYCHOLOGY, pp. 64-85—EDITOR.]

on the part of the social workers who were meeting with the Committee for the first time. It was the opinion of the social workers that the American Association of Social Workers might wish to form a similar committee to study the relationships with applied psychologists from the standpoint of the social worker. It will be necessary for Mr. Anderson to take this matter up with the Board of his organization.

Dr. Reymert reported that Dr. Cowan had sent out a questionnaire to psychologists presenting some of the problems which psychologists found in relation to their work with social agencies and asking for comments concerning these problems. In view of this fact Dr. Reymert suggested that Dr. Cowan compile the results of the questionnaire and that Dr. Cowan and Mrs. Gant put into writing a summary of the aims, objectives, and achievements of the Committee and present this material to Mr. Anderson and other members of the Committee with suggestions as to next steps to be taken in furthering relationships between the two professions. This suggestion was unanimously accepted by the group.—(Letter to Edwina Cowan from Helen F. Gant, Executive Director, Family and Children's Bureau, Inc., under date of July 7, 1944.)

MARION A. BILLS
EMILY T. BURR
HELEN F. GANT
DOUGLAS FRYER
MARTIN REYMERT
CARL R. ROGERS
WILDA ROSEBROOK
EDWINA A. COWAN, *Chairman*

Committee on Relations with the Education Profession

One of the tasks set for itself by this Committee before the United States entered the war was to discover what professional services applied psychologists are prepared to render in public elementary and high schools. Initiation of the study was postponed when our country entered actively into the war with Japan and Germany. During the past summer, the successful conclusion of the war appeared sufficiently near to justify us in taking up the problem for preliminary exploration.

Correspondence and discussion had already identified a number of professional services that applied psychologists might be expected to render in schools. These were listed by the Chairman and submitted to the seven members of the Committee with the request that each member estimate from his own experience and knowledge what percentage of the members of the American Association for Applied Psychology is competent to serve the schools effectively in each type of service. Only one of the seven members of the Committee failed to give an estimate. The following table shows the median estimate of the Committee for each service.

Services of Psychologists to Schools	*Median Estimate of Per Cent Competent in A.A.A.P.*
I. Administering tests to pupils	
A. Group tests of	
1. Academic capacity	95
2. Academic achievements	95
3. Vocational aptitudes	85
4. Attitudes and personality	80
II. Interpretation of data regarding individual pupils	
A. To teachers and administrative officers	50
B. To parents and interested laymen	40
C. To the individual pupil	50
III. Development of Instructional procedures and materials to serve the needs of	
A. Individual pupils	30
B. Groups of pupils with similar characteristics	40

IV. Actual guidance and instruction of pupils in terms of their specific needs	25
V. Development of greater instructional skills in teachers and supervisors	25
VI. Cooperating with the school staff and others in evaluating the educational outcomes of	
A. Specific educational procedures	25
B. A school's total program	20
VII. Cooperating with a school staff in interpreting the school's program to the general public	25

Note—Other services which a few applied psychologists are able to render the schools were suggested by members of the Committee.

While these median estimates are not necessarily a true picture of the competencies of applied psychologists, they do indicate certain fields in which the American Association for Applied Psychology might more safely offer the professional services of its members to the educational profession than in other fields. The Committee proposes to follow up these estimates by finding from a sampling of A. A. A. P. members what services are actually being rendered and from a sampling of school officers what professional services they would like to receive from applied psychologists.

M. R. TRABUE, *Chairman*

Committee on Legislation

During the past year the Committee on Legislation began the project which was outlined in its report last year, namely that of conducting a survey of the legislative status of psychology in the various states in which there is a state psychological organization. A letter was sent to each president, asking for information concerning the legislative problems of the psychological profession in that state, any favorable or unfavorable legislation which had been passed or proposed, the legislative plans of that organization, and the ways in which the A. A. A. P. Committee on Legislation might be of help to the state group.

Very informative letters were received from some of the state groups, but for others it will be necessary to follow up by communicating with some person other than the president of the organization. Lack of clerical assistance has slowed up this procedure, as well as the continuance of contacts where they have already been made. From the replies which have been received it is evident that there is much active concern about legislative problems of the psychological profession despite the more urgent demands on the attention of psychologists and psychological organizations arising from war needs and interests. Work on specific proposals to submit to state legislatures (more state legislatures meet in 1945 than in 1944) apparently is going on in two states, Connecticut and Illinois. However, several other states are working at the preliminary problems, and it seems likely that there will be a good deal of legislative work by the psychological profession after the war. A recent letter from the Director of the National Roster of Scientific and Specialized Personnel of the War Manpower Commission indicates an interest in the problems of certification and licensure of psychologists in connection with the preparation of vocational guidance materials in psychology.

The Committee on Legislation wishes to continue with its survey, and antici-

pates a useful function as a clearing house for information about legislative matters.

ROBERT G. BERNREUTER
ETHEL L. CORNELL
PERCIVAL M. SYMONDS
MILTON A. SAFFIR, *Chairman*

Committee on Training for Applied Psychology

The work of this Committee has been carried on wholly by correspondence during the past year in much the same manner as the year before. The Committee, reorganized and enlarged to cover the whole field of applied psychology, has worked over the original program for training in clinical psychology to make it comprehensive and effective as a more inclusive program for applied psychology. The Chairman has attempted to reconcile and integrate the various suggestions in the accompanying "Proposed Program of Professional Training in Applied Psychology." This is submitted as an interim or progress report.

PROPOSED PROGRAM OF PROFESSIONAL TRAINING IN APPLIED PSYCHOLOGY

I. *Undergraduate Program*: General Liberal Education

It is assumed that students who intend to enter upon training for work in the general field of applied psychology will have included in their undergraduate program the following:

1. *Psychology.*—Twenty to twenty-five semester hours of psychology. Some of the courses should be basic with laboratory work, but there should be a course or courses to give an introductory overall view of the applied field. Overloading with courses in psychology at expense of the following areas is undesirable.

2. *Biological and Pyhsical Science.* A year course in each of

a) Biology, including genetics
b) Physics and (or) chemistry
c) Mathematics

3. *Social Sciences.*—A semester or a year course in each of

a) Sociology, and (or) anthropology
b) Economics, and (or) political science

It is urged that practical field experience involving work relationships with others be included as a part of the undergraduate preparation. Experience, either paid or gratuitous, as camp counselor, teacher, group leader, attendant in an institution, or work in an office or factory, would be examples.

Those students who anticipate preparing to be school psychologists should take sufficient professional education to be certified to teach in the state where they probably would be employed.

Some institutions demand a reading knowledge of at least one foreign language as part of the preparation for advanced study. The student should investigate the possibility of this need in planning his undergraduate program.

II. *Graduate Program*

A. *Basic Psychology* (Psychological Orientation)

1. *Systematic.* — Fundamental theory and integration of scientific findings; history and schools of thought.

2. *Developmental.* — Knowledge of genetic, child, adolescent, adult psychology, and psychology of individual differences.

3. *Dynamic.*—Study of personality, motivation, dynamics of normal and abnormal behavior.

4. *Experimental Methods.*—Theory and design of an experiment with reference to the applied field; critical analysis of published studies; application of experimental method to actual problems in applied psychology. These would include problems in individual differences, learning, fatigue and efficiency, social conflict, adjustment, and control.

5. *Quantitative Methods.* — Statistics; special analytic methods; mathematical treatment of data.

Additional for Different Areas of Application

Health and Welfare: For the psychologist training for a position in a health and welfare institution, an additional requirement would be:

6. *Psychology of the Deviate.* — Special abilities and disabilities, including mental defects; neuroses and psychoses; delinquency and social maladjustment.

Educational.—For a position in an educational institution, additional requirements are: 6. *Psychology of the Deviate* (above) and

7. *Theory and Techniques of Learning.*

Business and Industry: For a psychologist entering business or industry: 6. *Psychology of the Deviate* (above) and

8. *Psychology of Fatigue, Efficiency, Motivation, and Social Integration.*

9. *Measurement of Public Opinion and Consumer Reaction.*

B. *Specific Techniques*

Integrated theory and practice in the following groups of techniques with selection and differentiated emphasis for the various fields of application — educational, health and welfare, or business and industry — should be provided. It is advised that additional practical experience under supervision be gained in these techniques through practicum courses or voluntary service in the university clinic, personnel office, local or associated institutions, business offices, or industries.

1. *Psychological Tests and Measurements.*—Theory of tests and test construction; familiarity with representative tests of intelligence, achievement, and sensory and motor abilities; thorough proficiency in the use of a limited number of these; experience in selecting content, constructing, and validating tests for specific purposes.

2. *Methods of Case Study and Analysis.*—Techniques of anamnesis; interviewing; integration of data from psychologic, sociologic, educational, and medical spheres with reference to individual adjustment of children and (or) adults and their welfare; diagnosis and analysis of cases; planning of treatment and disposition.

3. *Psychological Counseling and Therapy.*—Methods and techniques; viewpoints; evaluation of results.

4. *Survey of Educational and Vocational Guidance Techniques.* — Methods of evaluating interest and aptitude; vocational and educational counseling.

5. *Remedial Procedures.*—Diagnosis and treatment of special disabilities; reading, speech, etc.

6. *Special Techniques of Diagnosis and Therapy.*—Projective techniques, including play, drama, dream and fantasy analysis; sociometric technique; other special procedures.

7. *Occupations and Occupational Analysis.*—Study of job families, several specific occupations, and techniques of job analysis.

C. *Related Fields*

The areas represented below are those which are closely related to applied practice. The student should select work, appropriate to his vocational aim, from at least three of these areas. For those preparing for positions in educational institutions, 1, 2, 3, 4 and 6 are stressed. For positions in business and industry, 2, 5 and 7 are most important.

1. *Medical Science.*—Human physiology; special aspects of neurology, endocrinology, and anatomy oriented with reference to the psychologist's needs.

2. *Social Psychology.* — Individual and group relationships; morale; factors influencing group behavior.

3. *Sociology.* — The community and its resources; the family; delinquency and (or) criminology; psychiatric aspect of social case work.

4. *Professional Relationships.*—Professional ethics; the psychologist's

function in various institutions and agencies; professional certification.

5. *Economics and (or) Political Science.*—Socioeconomic problems; labor relations; labor and social legislation.

6. *Educational Administration.* — School administration; curriculum building; organization of personnel services.

7. *Industrial and Business Management.* — Industrial organization; scientific management; time and motion study; office management.

III. *Supervised Experience*

Internship.—A period of preferably one year, but at least one summer, must be devoted to an internship in one or more types of recognized institution, clinic, school, business or industry where practice and experience in the use of applied psychological methods may be gained under the supervision of a psychologist of good standing in that particular field of application. The internship is an integral part of the training program. The internship should provide some of the following experiences and advantages, selected to prepare for the student's chosen field of service in applied psychology.

A. *Clinical.* — Administering tests, preparing case histories, assisting in therapy.

B. *Teaching.* — Including differentiated instruction for atypical children.

C. *Employment.* — Interviewing and administering tests for business and industry.

D. *Welfare and Service.* — In public service or in business and industry.

E. *Public Opinion or Consumer Attitude Poll.*—Interviewing, constructing questions, organizing and interpreting data.

F. *Applied Social Psychology.* — Case studies and other field work.

G. *Research.* — Participation in research project dealing with some phase of applied psychology depending upon the institution or agency where internship is served. This would be strictly supervised.

This tentative report has been submitted to the members of the Committee for further criticism and recommendations. Already several suggestions for further changes have been received. Since further suggestions are anticipated, this report is not in any sense to be considered final. It is recommended that the Committee be authorized to continue its work for one more year.

In the meantime it is expected that this Committee will be cognizant of the work of the Committee on Graduate and Professional Training of Psychologists of the American Psychological Association. This is quite feasible because a few persons are members of both committees. Co-operation of the two committees for the coming year would seem advisable in view of the very possible unification of the two Associations. The consummation of any reorganization of the Associations would call for a reorganization of these committees.

B. V. MOORE, *General Chairman.*

Committee on Psychological Foundations of Adult Education

Originally organized as a committee of the Educational Section, this Committee was made a standing committee of the Association in the fall of 1943. The Committee met at Teachers College, Columbia University, October 12 and 13, 1943, and held five sessions. Members present at this meeting were Drs. Bryan, Gilbert, Kuhlen, Wechsler, Wells, Lt. Commander Houston, Lt. Colonel Richardson and Dr. Lorge (Chairman). By invitation, Dr. Morse A. Cartwright participated in the discussions at several of the sessions.

The primary objective of the meeting was to develop plans for the work

of the Committee. The following recommendations were unanimously adopted:

1. Recommended that the Committee develops a list of research topics in adult psychology and in adult education, for the purpose of co-ordinating research effort and activity.

2. Recommended that the Committee develops a manual on how to report research in adult education and adult psychology, since there may be advantages in comparability in reporting on age groupings and in encouraging the reporting of age data in associated and relevant studies.

3. Recommended that the Committe approves, if feasible, the establishment of a central archives where unpublished data relevant to the psychology of the adult may be filed.

4. Recommended that the Committee approves, if feasible, the development of an abstract service on adult psychology.

5. Recommended that the Committee approves the principle that data concerning the adult from studies during the period of war be preserved. The Chairman was directed to ascertain how such data may be salvaged for the use of psychology.

6. Recommended that the Committee approves the principle that the collection and utilization of data on learning and teaching of adults, not only with reference to the new content, but also with reference to traditional content, be collected, and prepared for general use. The objective is to collect all information about content, methods, objectives, interests, attitudes, simplification of teaching material, visual aids and readability.

7. Recommended that the Committee approves and urges that work be begun on the following problems:

a) The problem of informal education in morale.
There is need to ascertain the cause of the prevailing defeatism among all age groups that "there will be another war." It is necessary to investigate the problem of defeatism as opposed to blind optimism, or, realism opposed to idealism.

b) The problem of leadership, its discovery and its training.

c) The problem of motivation, drives, goals, sense of security.

8. Recommended that the Committee urges that steps be taken to inform the army and the navy of the value of a stratified sample study of enlisted men with reference to the test batteries that have been developed and utilized during the war. The stratification suggested was with reference to age, grade, occupation and intelligence.

9. Recommended that the Committee urges the adaptation of the principle of democratization of American education; the most important problem facing American society is the maximum utilization of its human resources.

10. Recommended that the Committee urges primary consideration of the problem of family adjustment, especially as related to the adjustment of the returning soldier to his home life, where he has a wife whom he hasn't seen for some time and children who have grown up.

11. Recommended that the Committee develops a syllabus on the psychology of the adult. This syllabus is to be prepared by Dr. Lorge and Dr. Kuhlen.

12. Recommended that the Committee encourages the assembling of research material as background in research. The Committee further recommends that Dr. Kuhlen prepare the material on non-intellective functions, that Dr. Lorge prepare the material on intellectual changes, that Dr. Ruch prepare the material on learning, that Dr. Lehman prepare the material on productivity, and that the material on sensory changes must also be prepared.

13. Recommended that the Committee urge the Association to prepare a popular book on the psychological foundations of adult education. The committee sketched the possible chapters in such a book as follows:

PSYCHOLOGICAL FOUNDATIONS OF ADULT EDUCATION

Chapter		Approximate Percentage of Emphasis
	Part I: Aims of adult education; what it can be asked to do	
1	Basic Educational Philosophy: history; how dealt with in other cultures	6
2	Business and Industry: roles of supervisors and training departments	7
3	Mental Health: roles of the physician and social worker	4

4	The School: roles of teachers and counselors to the young	6
5	The Home: roles of mutual adjustment; parent education	4
6	The Church: roles of clergymen and church agencies	3
7	Organization in the Community	4
	Part II: What has been learned about developmental processes in men and women; norms, variations and functional interrelations.	
8	Adult Changes in Body Structure	3
9	Changes in Physiological Functioning; susceptibility to disease	6
10	Changes in Sensation and Perception: visual (form, color); auditory (pitch, intensity); touch; equilibrium; smell and taste	5
11	Changes in Motor Functions: speed; precision; endurance; general organic fitness	5
12	Changes in Formal Intellectual Functions: speed; range; altitude	5
13	Changes in Qualitative Intellectual Functions; productivity	6
14	Interest Changes; mental and social attitudes; use of leisure; work habits	6
	Part III: Special Aspects	
15	Demographic Processes	6
16	Resources within the Self; Dependence on and Emancipation from the Environment	6
17	Incentives and Motivations: familial; vocational; financial; other	6
18	Aspiration Levels: methods of observing; Comparative Case Material	6
19	Occupational Readjustments: personal assessments; Comparative Case Material	6

Additional topics discussed in relation to the popular book were:

a) The role of the psychologist in adult education.

b) The significance of labor unions,—workers' education and agricultural education.

c) Propaganda technics: the role of radio, print and motion pictures.

d) The simplification of teaching and learning materials.

e) The implications of all topics for teaching and learning.

14. Recommended that the Committee urges the compilation and analysis of data relative to group counseling technics, bibliotherapy, and non-directive therapy. The problems of counseling the returning soldier may be solved, to a degree, by the development of a manual on counseling technics, particularly in the case of utilizing leadership experiences.

IRVING D. LORGE, *Chairman*

TASK COMMITTEES

Auditing Committee

The report of the Auditing Committee was published in the July-August 1944 issue of the JOURNAL OF CONSULTING PSYCHOLOGY.

Election Committee

The Election Committee submitted two reports, one on the election of officers and the other on the results of balloting on By-Laws for a reconstituted American Psychological Association. Both of these reports appear elsewhere in these Proceedings.

Committee on Terminology for Phi Delta Kappa Dictionary

During the year 1944, the Committee has taken care of the definitions of about five or six words that had been left over from the original lists.

Dr. Good informs us that the book is in the hands of the McGraw-Hill Book Company and should be published soon, providing war conditions do not interfere.

I would recommend that the Committee be held over until the book is out and then be discharged.

BERTHA M. LUCKEY, *Chairman*

The reports of the Task Committees listed above were accepted with thanks by the Board of Governors and by the Association.

ELECTION OF OFFICERS

The report of the Election Committee follows:

Nomination ballots for President were submitted to members late in June and there were gratifying returns due in large measure to Dr. Bryan's foresight in sending return envelopes. There were 187 ballots returned, which is several times as many as had been sent in previous years. One hundred twelve different persons were mentioned with 53 having at least one first position. From this number by preferential count a panel of 5 names was later submitted to the members for voting.

A second task entrusted to the Election Committee was the receipt and counting of ballots for Section Officers. There appears to be no reason why the Association Election Committee should do this task according to the By-Laws but it is a convenience for the Sections. The tabulation of votes and the ballots have been sent to the several Section Secretaries.

A special project for the Committee this year was the counting and analysis of ballots on the proposal for reorganization. The results of this ballot have been submitted in a separate report. We may summarize here by saying that 81 per cent of the 336 replies were in favor of the reorganization.

Lastly, the Election Committee made a preferential count of the votes for President and it announces the election of Dr. Carl R. Rogers as President of the Association for 1945.

C. M. LOUTTIT, *Chairman*

Results of Section and Board elections will be found in their respective reports.

SUPERORDINATE AFFILIATIONS

Affiliations of the A.A.A.P. with other national bodies as reported in the *1943 Proceedings* (January-February 1944 issue of the JOURNAL OF CONSULTING PSYCHOLOGY) have been continued. Dr. Douglas H. Fryer was reappointed for a one year term as representative to the Advisory Council on Human Relations of the American Association for the Advancement of Science. Dr. A. T. Poffenberger was reappointed for a three-year term and Dr. Robert M. Yerkes was appointed for a four-year term (to succeed Dr. Alvin C. Eurich) as A.A.A.P. representatives to the Council of the A.A.A.S. Dr. Carl R. Rogers was reappointed for another year as representative to the Emergency Committee in Psychology of the National Research Council. An appropriation of $1,000 was again made for support of the Office of Psychological Personnel.

The Board of Governors recommended and the Association approved A.A.A.P. affiliation in the form of active membership with the National Council on Rehabilitation. Dr. Emily Burr was appointed for a two-year term as the Association's representative to this organization.

The Board of Governors recommended and the Association voted to go on record as favoring the organization of an International Office for Education.

The following reports from representatives of the Association were accepted with thanks.

Advisory Council on Human Relations, American Association for the Advancement of Science

The Council completed early in the year its planned organization of Regional Councils in the Pacific Coast Area with Dr. Franklin Fearing, Chairman of the Los Angeles Area Advisory Council, Dr. E. K. Strong, Jr., Chair-

man of the San Francisco Area Advisory Council and Dr. Howard Taylor, Chairman of the Northwest Area Advisory Council. These Councils have for their purpose the development of human relations research in conservation, with special reference for the present to Forest Service problems. Plans are underway for the organization of similar councils in the Southern area of the United States.

The Fifth Spring Meeting of the Council in Washington, April 6-8, 1944, was concerned largely with problems of reorganization as the Council's Mandate from the A.A.A.S. expired with the current year. The work of the Council was discussed with Dr. Moulton, Permanent Secretary of the A.A.A.S., who expressed his personal approval of it and his belief that the A.A.A.S. would wish to continue the Council. Dr. Moulton also judged that the time might be ripe for extending the work of the Advisory Council to other conservation agencies.

With this advice the structure of the Council is now under reorganization and recommendations will be made to the A.A.A.S. for its continuation as the Advisory Council on Human Relations in Conservation.

DOUGLAS H. FRYER, *Representative*

American Association for the Advancement of Science

In view of the fact that I was in the Navy during most of the period that I was a member of the Council of the American Association for the Advancement of Science, it was not possible for me to attend meetings. Consequently, my major activity consisted in voting upon issues presented by mail to members of the Council.

ALVIN C. EURICH, *Representative*

The responsibilities of a member of the Council of the A.A.A.S. are minimal unless he happens to be assigned to some special task. I was not. As meetings have been suspended during the war emergency there has probably been less than the normal Council activity.

However, the Council is a very large body with a membership of some two hundred and fifty. The active and really functioning group is the Executive Committee of the Council. It transacts the business of the Council. The latter gives approving actions at its meeting during the annual session of the A.A.A.S.

Besides participating in a mail ballot for President and answering several questionnaires, your representative rendered no service.

A. T. POFFENBERGER, *Representative*

Emergency Committee in Psychology, National Research Council

The meetings of the Emergency Committee have been held less frequently this year. Twice your representative has been unable to attend, although the Association has been well represented by other members.

Since the minutes and reports of the Emergency Committee are confidential, little actual report can be made. One encouraging fact which is not confidential is that the book, *Psychology for the Fighting Man*, which was prepared by the Emergency Committee, has now sold over 250,000 copies, and is to be followed by a similar book for the returning service man.

Your representative has been active in the Subcommittee on Survey and Planning in Psychology, whose earlier work is now bearing fruit in the proposed amalgamation of the psychological societies. This committee has met for several three day sessions, thanks to the hospitality of the Vineland Train-

ing School.

While this report is necessarily of an unsatisfactory sort, because of restrictions, a file of the minutes and reports is being assembled which will become the property of the Association as soon as the material is no longer regarded as confidential.

CARL R. ROGERS, *Representative*

DELEGATES

The Board of Governors announced that Dr. Katharine E. McBride represented the Association at the Forty-Eighth Annual Meeting of the American Academy of Political and Social Science which was held in Philadelphia on April 14-15, 1944.

BOARD OF EDITORS

The Chairman of the Board of Editors, Colonel Robert G. Bernreuter, was unable to attend the annual meeting because he was on active duty in New Guinea. Dr. Bertha M. Luckey was appointed Acting Chairman in his stead. Dr. Myra K. Brane, Secretary, was also unable to attend the meeting. Members present appointed Dr. Marie Skodak as Acting Secretary. The following summarized report is based on Minutes submitted by Dr. Skodak and approved by Dr. Luckey.

The Board voted to accept the Secretary's report with commendation for an unusually complete job.

Nominations were called for the chairmanship of the Board of Editors and Dr. Bertha M. Luckey was elected for a three-year term.

The report of the Business Manager was accepted with thanks and he was requested to continue his functions. Suggestions were made by the Business Manager for methods of increasing both the sales of individual issues of the Journal and for increasing subscriptions. He pointed out that his office is handicapped by lack of personnel. The question was raised whether this was the proper time for a vigorous subscription campaign in view of the paper shortage and the changes which might result from the reorganization of the A.P.A.

The reports of the Editor of the Journal and the Editor of the *Applied Monograph Series* were accepted with special commendation for the hard work involved. These reports appear below.

Following a discussion of the future of the JOURNAL OF CONSULTING PSYCHOLOGY in view of the pending reorganization of national psychological societies, the Board passed these motions:

1. That the Board of Editors express to the Board of Governors its opinion that the functions of the JOURNAL and of the *Monograph Series* will be best served by becoming functions of the proposed new national organization as a whole rather than of any of the Divisions.

2. That the Board of Editors recommend that the JOURNAL OF CONSULTING PSYCHOLOGY or some journal of similar type be continued in the new national organization.

BERTHA M. LUCKEY, *Acting Chairman*

REPORT OF EDITOR OF JOURNAL OF CONSULTING PSYCHOLOGY

Members of the Board of Editors:

During the past year four numbers of the JOURNAL OF CONSULTING PSYCHOLOGY have been devoted to professional services of psychologists: Service of Women Psychologists to the War (November-December, 1943), Application of Psychology in Industry (March-April and May-June, 1944), and Psychological Problems of Child Care During Wartime (July-August, 1944). In addition, six articles concerned with the service functions of psychologists have been published. Three Association reports have detailed the organiza-

tional activities in the profession. As in the past, the main emphasis of the JOURNAL has continued to be focused on the interpretation and the advancement of standards of professional service. This point is of particular interest at this time inasmuch as an important question for consideration by the Association at this annual meeting is the advisability of a new organizational structure, including a decision regarding the future of the JOURNAL. In an article entitled, "Toward Unification in Psychology," (July-August, 1944) Poffenberger and Bryan have outlined the proposed reorganized structure. In evaluating the functions which the JOURNAL OF CONSULTING PSYCHOLOGY has served as the official organ of the Association and in making recommendations as to whether the JOURNAL should continue to serve the professional interests of the new organization it is important to keep in mind that the past year's editorial activities have continued to advance professional standards and to interpret the operational procedures of psychologists, and that this function differentiates the JOURNAL from any other psychological periodical. Attention is called to the 1944 Report of the Auditing Committee in which the income from sales and nonmember subscriptions to the JOURNAL is shown to be $1,115.10 and publication costs $1,589.40. Thus the JOURNAL which was launched eight years ago with cautious financial planning and without any advertising and no vigorous efforts to extend circulation has become almost self-supporting and is a potential source of revenue to the Association publishing it.

The manuscript turnover during the past year has been: on hand August 31, 1943, 4; received September 1, 1943 - August 31, 1944, 71; total 75. Of these 42 have been published, 12 are unpublished, 9 are in press, 12 were rejected. Three Association reports have been published and three reports of allied professional groups. Eleven miscellaneous contributions were also published. Of seven photographs available, 4 have been published, 1 is in press, 2 are unpublished. Twenty-one book reviews have been received, 16 published, 2 in press, 3 await publication. On account of the necessity, due to wartime conditions, of confining the Seventh Annual Meeting to the essential minimum of a business meeting, no professional program was published, as has been customary in previous years.

The number of pages published September 1-1943 - August 31, 1944, was 366, with space distributed as follows: original articles 290, or 79 per cent; Association reports 17, or 5 per cent; news notes 6, or 1 per cent; book reviews 18, or 5 per cent; miscellaneous 35, or 10 per cent.

Exigencies of the war have not been without effect on the JOURNAL during the past year. It has been more difficult to circulate the JOURNAL on schedule and to obtain trained personnel in the publication offices. Increased postal rates and rates for stenographic service have strained the editorial budget which was regretfully reduced at the last annual meeting by the Board of Governors. Further effects of the war will indirectly appear in the 1945 volume when a new cover stock of an attractive, subdued antique autumn red will replace the present cover stock which is no longer manufactured under WPB restrictions. Text stock conforming to WPB restrictions will also be adopted. Notwithstanding these difficulties and changes the evidence shown by increase in JOURNAL sales, indicating a wider circulation, and by favorable comments received in the editorial correspondence indicates that the JOURNAL is in a more established position as a professional publication than at any time in its history.

In association with this fact is the high level of the Journal's contributions and the spirited co-operation of the editorial staff, who, by advisory comment assist in advancing the Journal to meet the developing needs of the profession. To the editors, the Board of Editors and to the publishers appreciation for help and continued support is here given.

J. P. SYMONDS, *Editor*

REPORT OF EDITOR OF APPLIED PSYCHOLOGY MONOGRAPHS

A. *Monographs accepted, pending, and rejected*

In the year since the first annual report, two monographs have been published, two monographs have been accepted and are awaiting publication, two monographs have been conditionally accepted, and one monograph has been rejected. The two published monographs are:

a) Carter, H. D. Vocational Interests and Job Orientation. 85 pages. Paper, $1.50.

b) Pintner, R., Dragositz, A., and Kushner,

R. Supplementary Guide for the Revised Stanford-Binet Scale (Form L). Pp. 135. Paper, $1.50. Cloth, $2.25.

The two monographs accepted and awaiting publication are:

a) Peatman, J. G. and Hallonquist, T. The Patterning of Listener Attitudes toward Radio Broadcasts: Methods and Results.

b) Kerr, W. A. Experiments on the Effects of Music on Factory Production.

B. *The place of "Applied Psychology Monographs" among American Psychological Publications*

The Committee which originally recommended the establishment of a monograph-series in applied psychology had in mind the fulfillment of a genuine need, rather than the launching of a merely competitive publication under new auspices. In the Editor's judgment, each of the monographs accepted for publication in the Applied Psychology Monographs has definitely *belonged* in this monograph series. None of the monographs could equally appropriately have been published in any other existing series. If this is so, it is clear that the Applied Psychology Monographs has a definite place among American psychological publications.

C. *Sales and Advertising*

In a letter to the Editor dated July 31, 1944, Stanford University Press reports that it has sold 357 copies of Monograph No. 1 (issued March 1943), and 201 copies of Monograph No. 2 (issued May 1944). In addition, 95 copies of No. 1 and 70 copies of No. 2 were sent free. No figures are yet available for the third monograph, just issued; it may, however, be pertinent to state that 1,500 copies of this monograph have been printed.

In response to the Editor's inquiry, Stanford University Press reports that, up to July 31, 1944, the total mail-announcements by the Press on Monograph No. 1—i. e., mail announcements that were either devoted primarily to Monograph No. 1, or which gave supplementary notice to this monograph—number 17,954. The ads on Monograph No. 2 total 7,664; in addition, "this fall, after schools open, we shall make mailings to counselors, high school principals, city superintendents, to educational departments, psychologists, and counselors in the college field." A preliminary mailing of 500 circulars has been made on Monograph No. 3.

D. *Special price to members of the Association*

At the last meeting of the Board of Editors, the Editor of the Applied Psychology Monographs was requested to inquire whether a special price could be arranged for members of the Association. A copy of the reply of the sales manager of Stanford University Press to the Editor's inquiry is attached herewith. At present, any member of the Association can receive a 25 per cent discount, provided that he sends in a continuation order for the monographs (i. e., promises to accept each monograph as published; the continuation order may, however, be cancelled at any time). This offer is open to all persons, both members and non-members of the Association. The Press feels that a discount greater than 25 per cent could not be given "unless an arrangement could be worked out with the Association whereby all members received all copies of the Monographs. In that case the better discount could be arranged."

The Board of Editors may wish to consider this proposal by the Press. The adoption of a plan of compulsory subscription to the monograph series by all Association members would constitute a form of subsidy for the monograph series. A subsidy might, however, be more economically achieved by some other means (see Section E, below). It does not seem altogether sensible to print a large number of monographs which will never be read, in order to lower the price to individuals who do want to read the monograph.

E. *Financial support to monograph authors*

At the last meeting of the Board of Editors, the Editor of the *Applied Psychology Monographs* pointed out that the A. A. A. P. sponsors and supports its other publication, the JOURNAL OF CONSULTING PSYCHOLOGY, and inquired whether additional support could be given to the *Monographs*. The contrast between completely free publication in the JOURNAL and full-fee publication in the *Monographs* did not seem fair to monograph authors, nor in the best interest of applied psychology. Permission was granted to use the *Monographs* budget to provide "token" financial assistance to monograph authors. The Editor wishes to report the following two observations from use of his fund for this purpose:

a) Sometimes no financial support is nec-

essary or desirable. Thus, one of our prospective monographs is to be paid for by the Columbia Broadcasting Co., another by the Radio Corporation of America. Both of these are commercial organizations which do not require any "token" financial support from the A. A. A. P.

b) More often, however, even very slight "token" support proves significant, both psychologically and financially. One author writes: "I would be grateful for whatever subsidy you can offer." Another author who has several prospective monographs in more or less final form writes: "You mention . . . that you could provide $50.00 to apply on the first monograph. . . . Can you get $50.00 for each of the monographs? I can scarcely support my family these days on my University salary; this question is important."

In view of this type of response from authors, the Editor recommends that the practice of providing discretionary "token" assistance to monograph authors should be continued and made part of the regular policy of the *Monographs*. Concerning financial assistance to monograph authors, Dr. R. G. Bernreuter, Chairman of the Board of Editors, wrote in a letter dated June 7, 1944: "I am very much in favor of using your fund for stimulating the *Monographs*. Keep after it."

It should be noted that, when the Association contributes 15-20 per cent of the author's fee, the Association receives a corresponding proportion of the royalties. Royalties are 25 per cent of list price on copies sold beyond 300. Thus, on a monograph enjoying a large sale, it is even possible that the A. A. A. P. might more than recoup its original outlay. It must be admitted, however, that sales will seldom be large enough to produce such a happy conclusion. If large sales could be depended upon, our monograph authors would, of course, be sought out by commercial publishers, and their studies published without any initial charge to the author at all.

F. *Cost of publication in other monograph series*

At the request of the Board of Editors, made at the last annual meeting, the Editor has inquired into the cost of publication in other monograph series. The monograph series included in the inquiry are: Genetic Psychology Monographs; Comparative Psychology Monographs; Psychological Monographs; Archives of Psychology; and Monographs of the Society for Research in Child Development. A brief comparison of the detailed practices of these different monograph series is impossible, but the following statements are offered in summary:

1. The cost of publication is definitely lower in *Applied Psychology Monographs* than in four of the other monograph series (all except *Psychological Monographs*).

2. The cost of publication in the *Psychological Monographs* is somewhat lower than in the *Applied Psychology Monographs* (unless the monograph includes many tables and graphs). According to Dr. W. L. Valentine, the Business Manager of A. P. A. publications, "our recent issues have cost the authors about $2.25 a page for straight text material." If there is excessive tabular material, "the A.P.A. pays one half the cost and the author pays one half. For photographs and line drawings the rate charged is 25 per cent less than scale." The author receives 150 copies free. No royalties are paid.

Following is a brief tabular comparison between the *Psychological Monographs* and the *Applied Psychology Monographs*:

	Psychological Monographs	*Applied Psychology Monographs*
No. of characters per page	3600 (45 lines)	3240 (45 lines)
No. of words per page	655	590
Price per page	$2.25	$2.50
Excess tables	Author pays half	Arranged between Press and author
Line drawings	Author pays three-fourths	No charge if graphs are properly drawn
Free copies to author	150	15
Royalties	None	25 per cent on sales beyond 300
Advertising	Little	Much
Distribution of sales	Largely limited to A. P. A. members	Moderately extensive or diversified

In the case of the *Psychological Monographs* the A. P. A. bears the cost of postage, collections, and storage (at least, that is my understanding); in the case of the *Applied Psychology Monographs*, the A.A.A.P. is spared these expenses. It should be recognized that *Psychological Monographs* is really a subsidized series, carried along by a club-subscription scheme whereby the more popular journals lend support to the less popular monograph series. This does not alter the fact that the monograph author can get more words printed for less money in *Psychological Monographs* than in the *Applied Psychology Monographs*. The Editor estimates that, if the A. A. A. P. would contribute 20 per cent of the author's fee, the *Psychological Monographs* and *Applied Psychology Monographs* would be on a financial par, from the author's point of view.

G. Expenditures during 1944

Except for the sum of $18.01 for postage, express, and miscellaneous items, the *Monographs* fund has been used solely to provide "token" financial support to monograph authors. This has been made possible by the fact that the Editor's institution has, at least for the current year, provided secretarial assistance for the *Monographs* as a routine matter without charge to the Association. A 20 per cent subsidy, amounting to $67.50, was paid to Mrs. M. G. Pintner in support of the monograph entitled *Supplementary Guide for the Revised Stanford-Binet Scale (Form L)*. The remainder of the fund will be used in support of the other monographs awaiting publication this year. Grants to monograph authors are cleared through the office of the Business Manager, Dr. J. W. Carter, Jr.

H. Budget for 1945

The budget for 1944 was $150.00. In view of the increased volume of monographs being received for publication, and the uncertainty that secretarial assistance will continue to be furnished gratis, it is requested that the budget for 1945 be raised to $200, or at the very least $175.00.

I. Acknowledgments

The Editor takes pleasure in acknowledging the assistance of his Associate Editors, and the efficient attention of the Business Manager. For the recommendation of monographs to the series, thanks are due to Drs. A. T. Poffenberger, P. M. Symonds, and D. G. Paterson.

HERBERT S. CONRAD, *Editor*

BOARD OF AFFILIATES

The development of the Board of Affiliates has indicated that its functions transcend those of indirect representation of the members of the Affiliated Societies on the Board of Governors, and that there is definite need of a medium of integration between the Affiliated Societies for the purpose of mutual cooperation and helpfulness in developing applied psychology in the local areas. The activities of the Board during the past year have centered around the concept that its chief function is to meet these needs.

In carrying out this policy, the Board decided at its meeting in September to establish a newsletter service which will keep each association informed of the work of the others, the problems with which they meet, and the solutions which they find for these problems.

Late in 1943, all members of the Affiliated Societies were circularized with regard to subscribing to the JOURNAL OF CONSULTING PSYCHOLOGY at a special rate of $2.50 per year, which was offered by the Board of Editors. About 780 circulars were sent out and about 75 subscriptions received. The cost was in the neighborhood of $50 and the annual income produced is over $175. The Board is arranging to repeat this circularization before the end of 1944.

The project of bringing men in the armed forces into contact with organizations and psychologists in the areas where they happen to be located has been continued. The office of Psychological Personnel has cooperated by furnishing revised lists of addresses of men in service and has extended this to include the men trained in the ASTP courses in psychology, men who are in special need of help in seeing the professional aspects of psychology. In

areas where there was no local society, the aid of individual psychologists was enlisted to make contact with these men in the service. Although this project involves a considerable outlay of effort, the Board considers it of importance to the future of professional psychology, because many of these young men will enter the profession permanently and need orientation at this time.

The Committee on Rehabilitation of the Emergency Committee on Psychology has requested the co-operation of the Board. In order to make this cooperation effective, the Board met with Dr. Burtt and Lt. Col. Seidenfeld during the convention at Cleveland.

A subcommittee has been engaged in studying the relationships of the state psychological societies to the national organization. A preliminary report was made in September. The work of this Committee is being continued. The Board of Affiliates has voted to make a study of the best way in which the local groups can affiliate the first order of its business for the coming year.

Two matters of particular local interest have come to our attention. One is the status of licensure and certification in the separate states. This is a field in which each state can be helpful to the others. It is hoped that the inauguration of a news-letter service will make such interchange of information possible. The other problem is the fear that the present emergency is causing some deterioration in the training of psychologists. The Board is asking individual societies to study the present and future training of psychologists in their individual states, with particular emphasis upon the qualifications of the teachers.

The Board announces the election of Dr. Lloyd N. Yepsen as chairman.

GILBERT J. RICH, *Secretary*

CLINICAL SECTION REPORT

There has been very little independent activity by the Clinical Section during the past year. Members of the Section have taken part in the work of the Moore Committee on Professional Training for Applied Psychologists. It was also due to the action of the Clinical Section in its business meeting last year that the Committee on Clinic Certification was appointed as a Committee of the Association. Dr. David Shakow is chairman of the Committee.

In December 1943 a newsletter was prepared and distributed to the Section.

During the year there has been correspondence with members and prospective members in regard to membership status and requirements for admission to the Section. Nineteen individuals have applied for membership in the Section, and these names are being voted on at the business meeting.

The newly elected officers of the Section are as follows: Secretary, 1945-1947, Frank P. Bakes; Council Member-at-Large 1945-1947, Florence M. Teagarden; Representative, Board of Editors, 1945-1948, Bertha M. Luckey; Representative, Board of Affiliates, 1945-1947, Gordon L. Riley.

GERTRUDE HILDRETH, *Secretary*
CARL R. ROGERS, *Chairman*

CONSULTING SECTION REPORT

Although the Consulting Section has had no formal meeting during 1943-44, it has not remained inactive.

In November, our chairman, Dr. Edward B. Greene, resigned to enter the Service and the Section membership was requested to vote by ballot for a new chairman to complete his unexpired term. Dr. Rose G. Anderson was elected.

In the spring, Dr. Anderson circulat-

ed a questionnaire which was mailed to each member asking whether his work had been affected by the war. The results, which appeared in a newsletter, were most interesting. As anticipated, the activities of Section members are extremely diverse and impressive in their total contribution to the war effort. Copies of this newsletter may be obtained from the Secretary.

The following persons have been admitted to membership in the Section: Robert M. Allen, Dorothy Postle Marquis, Wendell S. Phillips, Douglas Spencer.

The following officers were elected: Chairman, 1945-1946, Rose G. Anderson; Council Member-at-Large, 1945-1947, Orlo L. Crissey; Representative, Board of Editors, 1945-1948, Arthur T. Jersild.

EMILY BURR, *Secretary*

EDUCATIONAL SECTION REPORT

No report for publication was received from the Educational Section. Wm. Clark Trow was elected as Representative to the Board of Editors for 1945-1948.

INDUSTRIAL AND BUSINESS SECTION REPORT

No report for publication was received from the Industrial and Business Section. Election results were as follows: Chairman, 1945-1946, C. L. Shartle; Secretary, 1945-1947, Rensis Likert; Council Member-at-Large, 1945-1947, Paul S. Achilles; Representative, Board of Editors, 1945-1948, Sadie Myers Shellow; Representative, Board of Affiliates, 1945-1947, Rensis Likert.

MILITARY SECTION REPORT

At the annual meeting of the A. A. A. P. in September, 1943, the establishment of a Military Psychology Section was authorized. This action was taken in response to a petition presented by a group of members who were in the armed services. The Association appointed Major T. W. Harrell as chairman and Lt. C. G. Wrenn as secretary of the Section for one year terms with authorization to organize the Section.

Lt. Wrenn served as secretary until January 1944, when he was called to duty outside the U. S. The undersigned was appointed by the Board of Governors of the A. A. A. P. to complete the term of service as secretary. In May 1944, Major Harrell was also forced to resign as chairman because of military duties overseas and was replaced by Major Paul Fitts who was appointed chairman of the Section by President Poffenberger.

The initiators of the original petition stated the purposes of the Section which have since been modified as follows: (1) To encourage professional relationships among psychologists in the armed services, and (2) To provide for the continued availability to the armed services of technical advances in psychology both during and following the war period.

The membership of the Military Section, restricted at present to members and "pending members" of the A. A. A. P. who are on active duty in the armed services, numbers approximately one hundred.

The Section, as such, has held no meetings, but the first Chairman and Secretary organized one local group which has had six meetings in Washington, D.C., at which opportunities have been provided for Military Section members who could attend meetings in that area to become acquainted and to discuss their work. Summaries of these local group meetings and news of Section business have been sent periodically by

the Secretary to all members of the Section.

The following committees of the Military Section have been functioning: Committee on Organization, Program Committee, Nominating Committee. The Committee on Organization has two purposes: (*a*) To revise and submit to members of the Section for approval a set of By-Laws for the Military Section of the A. A. A. P., (*b*) To prepare and submit for approval, if and when it may become necessary, a set of By-Laws for the Military Division of the reconstituted A. P. A.

The present officers, who were appointed to serve during the organizational year, submit the following suggestions concerning future policies and activities:

The Military Section should be organized so that, after the present war, membership will include as many as possible of the professional psychologists who (*a*) are or have been engaged in military service, or (*b*) are or have been engaged or actively interested in research or service on military problems such as selection and classification for military training and duties, utilization of manpower by the armed services, training methods and devices, morale, leadership, psychological warfare, design of equipment, and problems of convalescence, rehabilitation and treatment of psychological casualties, etc.

Such a permanent organization is desirable in order to encourage continued research during peace time on military problems to which psychology can contribute, and in order that results of psychological research will be made available to the services.

The Section, containing psychologists who have participated in a wide variety of military activities, should also concern itself with the utilization of psychologists by the armed services and with the organization of psychological services and research in the armed services. This work might be assigned to a committee.

The Section should also encourage the preparation of reports of the services and research findings of psychologists during the present war. It is believed that much valuable data which might otherwise be lost could be preserved by an active interest in this problem by the Military Section.

After the war a number of tests developed by the armed services will probably be declassified and made available to the public. It is considered desirable that a professional group participate in this release, in order to insure impartial distribution and to protect the public from individuals who might attempt to commercialize on the fact that a particular test had been used by the services. It is believed that the Section should study this problem.

Election results were: Chairman, 1945-1946, C. M. Louttit; Council Members-at-Large, 1945, M. W. Richardson, 1945-1946, Jack W. Dunlap, 1945-1947, John G. Jenkins; Secretary, 1945-1947, William A. Hunt; Representatives, Board of Editors, 1945, Thomas W. Harrell, 1945-1946, Hugh M. Bell, 1945-1947, E. L. Kelly, 1945-1948, C. G. Wrenn; Representative, Board of Affiliates, 1945-1947, Omar C. Held.

GWENDOLEN SCHNEIDLER, *Secretary*

PROPOSAL FOR REORGANIZATION OF AMERICAN PSYCHOLOGICAL ASSOCIATION

After reviewing the activities of the Intersociety Constitutional Convention, the Continuation Committee of the Convention, and the Joint Constitutional Committee of the A. A. A. P. and the A. P. A. (see Proceedings of the 1943 meeting, published in the January-Feb-

ruary 1944 issue of the JOURNAL OF CONSULTING PSYCHOLOGY), Commander C. M. Louttit presented the following report on the A. A. A. P. balloting on By-Laws for a reconstituted American Psychological Association:

Ballots calling for a vote on the proposal for reorganization of psychological associations were submitted to all members of the Association in July. By the date of closing of the polls on August 31, 1944, there had been 336 ballots returned. The tabulation of the votes is indicated in the following paragraphs.

1. Item 1, recommending approval by the A. A. A. P. of the proposed amended By-Laws of the A. P. A.: 271 replies or 80.6 per cent were favorable and 65 or 19.4 per cent were against.

2. Replies to item 2*a*, authorizing action at the September 1944 meetings providing two thirds of the votes on Item 1 were favorable, must be tallied in respect to the reply on Item 1. This is shown in the following:

	Favorable		*Unfavorable*		*Total*
	No.	%	No.	%	
Favorable on 1	226	90.7	23	9.3	249
Unfavorable on 1	4	8.0	46	92.0	50
Total	230	76.8	69	23.2	299

It is evident that a number of people did not vote on this item. However, of those who did, the sentiment among those favorable to the basic proposition is definitely for action at this meeting with equal strength of sentiment against such action on the part of those opposing the basic proposition.

3. The votes on Item 2*b*, proposing postponement of action until after the war, may be exhibited as those for 2*a*.

	Favorable		*Unfavorable*		*Total*
	No.	%	No.	%	
Favorable on 1	37	22.7	127	77.3	164
Unfavorable on 1	58	92.0	5	8.0	63
Total	95	42.0	132	58.0	227

The almost equal division of sentiment on this item is difficult to interpret because only 67 per cent of the ballots had responses indicated. Further, 97 per cent of those unfavorable to the basic proposition answered here while only 60 per cent of those favorable made a response. The committee presents the data without comment.

4. Class of membership. Only 259 or 77 per cent had an indication of class of membership. The distributions of votes by class were:

	Favorable		*Unfavorable*		*Total*
	No.	%	No.	%	
Fellows	130	75.3	41	24.7	171
Associates	70	79.5	18	20.5	88

5. Section membership. The distribution of votes by section membership is as follows:

	Favorable		*Unfavorable*		*Total*
	No.	%	No.	%	
Clinical	158	79.0	42	21.0	200
Consulting	78	75.7	24	24.3	103
Educational	99	79.6	25	20.4	124
Industrial	39	76.5	12	23.5	51
Military	38	82.6	8	17.4	46
At Large	2		1		3

6. Because of early questions raised regarding the attitude of men and women in service toward the proposed reorganization, it was requested that membership in the armed forces be indicated. There were 65 such indications with 54 or 83 per cent being favorable to the basic proposition and 11 or 17 per cent opposed.

W. V. BINGHAM
EDGAR A. DOLL
C. M. LOUTTIT, *Chairman*

Ernest R. Hilgard, chairman of the Joint Constitutional Committee of the A.A.A.P. and the A.P.A. then reported on a parallel vote taken by the American Psychological Association on the reorganization proposal which showed a

majority of members and associates favoring adoption of the amended By-Laws.

The following series of motions were then passed unanimously by the A.A.A.P.:

1. That, in view of the wishes of the membership of the A. A. A. P. as expressed in the mail ballot, the A.A.A.P. recommends to the American Psychological Association that it amend its By-Laws in accordance with the proposed By-Laws which have been circulated by the American Psychological Association under date of June, 1944.

2. That the A.A.A.P. express to the American Psychological Association the hope that it will pass the proposed amendment to its present constitution which will permit amendments to these revised By-Laws to go into effect in September, 1945.

3. That the Committee on the Constitution be continued with its present members and that additional members be appointed by the incoming President in consultation with the President of the A.P.A.

4. That the Committee on the Constitution continue to serve as a liason committee with the American Psychological Association in perfecting the By-Laws of the new American Psychological Association.

5. That the Committee on the Constitution, acting jointly with the corresponding committee of the American Psychological Association, be specifically instructed to study the question of representation of state and regional societies under the new By-Laws and to propose desirable amendments to the By-Laws for action of the Association.

6. That the Committee on the Constitution, acting jointly with the corresponding committee of the American Psychological Association, be specifically instructed to study further the question of determination of membership qualification within the Divisions and character of membership within the divisions under the new By-Laws and to propose desirable amendments to the By-Laws for action of the Association.

7. That the Board of Governors appoint a small committee to cooperate with the corresponding committee of the American Psychological Association in formulating recommendations on policies with respect to the official journal of the proposed new American Psychological Association and to report any recommendations to the Board of Editors of the American Association for Applied Psychology at the next annual meeting of the A.A.A.P.

At a reconvened meeting of the Association, held immediately after the adjournment of the business meeting of the American Psychological Association, the following motion was carried unanimously:

8. That authority be granted to the incoming President and the Executive Secretary of the American Association for Applied Psychology to take the necessary action to start dissolution of the Corporation and that authority be granted to the Board of Governors of the A.A.A.P. to make proper disposition of the assets of the Corporation.

MOTION ON COUNSELING OF ARMED SERVICES PERSONNEL UPON RETURN TO CIVILIAN LIFE

The following motion, prepared and presented by Horace B. English, was adopted by the Association:

The American Association for Applied Psychology at its annual meeting in Cleveland, September 12, 1944, takes account of two influences adversely affecting the vocational, educational, and personal counselling of the men and women being returned from the armed

services to civil life: on the one hand there is a serious and stultifying duplication of counselling which is certain to diminish its effectiveness; and on the other hand (and partly as a result of the duplication), too many of the counsellors are most inadequately trained.

The Association therefore instructs the Board of Governors to take active steps, by making appropriate representations to the Federal Government and the several agencies concerned and in any other way which shall seem effective, to minimize both these evils.

DUES

It was recommended by the Board of Governors and voted by the Association that the dues for 1945 be $7.00. It was further voted that an assessment of $2.00 be made on those members of the Association who are not also members of the American Psychological Association, for the purpose of support of the Office of Psychological Personnel.

TIME AND PLACE OF MEETING

Because of continued uncertainty concerning transportation and meeting facilities, determination of the time and place of the 1945 annual meeting was placed in the hands of the incoming Board of Governors.

VOTE OF THANKS

The Association voted to go on record as expressing its appreciation for the efficient services of the Program Committee of which Commander C. M. Louttit is chairman and to the local representatives, Dr. Bertha Luckey and Dr. Calvin Hall. Thanks were also extended to the officers of the American Psychological Association and the American Association for the Advancement of Science for their helpful assistance.

A BASIS FOR TESTING AND IMPROVING VISION IN INDUSTRY

BY ELLIS FREEMAN

BUREAU OF VISUAL SCIENCE, AMERICAN OPTICAL COMPANY, SOUTHBRIDGE, MASSACHUSETTS

THOSE responsible for placing workers and maintaining their efficiency and safety are becoming sensitized to the special problems of vision in industry. Interest ranges all the way from the rudimentary, through the rational and well-balanced, and finally to naïve and unchecked expectations founded on the singular notion that "top-notch workers in any (sic!) trade always have eyes that measure up to certain definite standards."[1] Any program consumes money, time, and the efforts of trained people. It is, therefore, advisable to weigh in an influential key journal of this character the outlay against the returns.

A program for the improvement of vision in industry requires first a testing procedure of *all* workers, of those with adequate as well as those with deficient vision, in order to disclose the latter and give them standard professional examination and correction. Obviously standard refraction for all is not the universal answer, because it is too formidable in costs and time-consumption, and the number of professional examiners is inadequate. The expedient is a screening procedure, which must be distinguished from the standard examination. Such screening is designed *not* to diagnose or prescribe, but to disclose rapidly and economically the visual status of each employee.

[1] *Collier's*, Sept. 9, 1944, p. 41.

The data of such screening can be, and are, used for any or all of the following purposes, given in the order of importance and established facts.

1. To disclose the visually defective for referral for voluntary or compulsory standard examination and refraction, on the perfectly sound theory that raising the vision of a person, regardless of his job, to its highest potential level can hurt no one and will enhance efficiency, safety, and comfort.

2. Periodic retesting, regardless of job, with the aim of maintaining this level.

3. To determine whether selected workers have and to maintain certain visual minima set for certain jobs, such as for inspection, climbing, and operating rolling stock.

4. To have a record as a basis for possible subsequent compensation claims.

5. To find clues to the cause of poor workmanship and accident proneness.

6. To predict job efficiency on specific operations and to make placement accordingly.

To realize any or all of these purposes, proper organization is necessary, and the relations of the participants in a testing program should be defined. These participants are the job designer, the safety engineer, the lay operator of the screening-testing device, and the professional man.

With relation to the job designer and

safety engineer, the professional man should function as a consultant on vision in matters of job design, general efficiency, and safety. But with relation to the use of the screening instrument, the duties of the lay operator, and the evaluation of the resulting records, the responsibility should lie with the professional man. More specifically, the issue is whether the layman who may be delegated to operate the instrument is qualified to pass judgment on the screening record. The possibilities of abuse of practice, although they are formidable and may lead to irresponsible amateur diagnosis and even prescription, will be disregarded for the moment and only the needs of the testing program itself will be considered here.

It may be assumed that a layman has been delegated to operate the instrument, although this need not be the case. There is a dangerous tendency among those unaware of the implications to assume at once that the evaluation of screening records is a rote job easily within the province of the same layman. However, one fact here remains important, though often disregarded. That fact is that the whole screening or placement program stands or falls by the effectiveness of the *evaluation* of the screening records. This evaluation is the most critical step in the entire procedure, requiring professional judgment, and sometimes considerable professional finesse. The point will be more fully discussed later in this paper. But here it suffices to state that basing judgment on the clues provided by the screening record calls for a capacity for comprehension and weighing of factors that is essentially professional. In brief, heavy emphasis must be placed on the established fact that in appraising vision, as in appraising all human behavior, one cannot put a nickel in a slot machine and grind out the answer. Even at the relatively mechanical level of screening, though a layman may satisfactorily administer the test, professional judgment is essential to interpret the record.

In this war, as never before, we have been forced to an acute awareness of the sensory requirements for various tasks. At least one major stimulus in this direction lies in the experience with high speed and altitude flying, where a disregard of the sensory qualifications of personnel would be immediate and obvious. A similar disregard in industry, while less immediate and spectacular in results, is nevertheless costly because it is continuous and pervasive. While the implications of this situation are coming to be grasped, industrial management does not know exactly what action to take, because the few relevant data are technical, specialized, scattered, and above all not satisfactorily pointed up for practical application. Though the industrial utilization of visual science has had some attention, its application has been sporadic, generally coarse and rudimentary, and certainly below possibilities and needs.

In still another way the war has emphasized the advantages of attention to vision in industry. Maximum output is expected, and this implies optimal speed of workmanship, dependable inspection of products, and minimum number of rejects — all resting to some degree upon vision. Moreover, the shortage of labor and the resulting indiscriminateness of hiring, to include even submarginal individuals, has compelled management to be as discriminating as possible in placement at least. This implies adequate visual testing for reasons of safety as well as of efficiency.

The growing realization in industry that visual functions comprise more than distance acuity, and that a test requires more than a Snellen Chart in the hands of a perfunctory examiner, has created receptivity toward an effective program of industrial testing. With the field prepared to this extent, it is advisable to take stock in terms of the following questions. What has visual science provided hitherto? What promising innovations can it provide now or be reasonably expected to develop for the future? At what points must precautions be taken against premature, exaggerated, or spurious expectations?

MEANS OF ATTAINING OBJECTIVES OF TESTING

That in relation to safety, efficiency, job design, and placement visual data have a significant bearing there can be no doubt. Here, however, we shall concern ourselves merely with the fact that none of these objectives can be accomplished without a test that provides suitable data on vision.

But not every type of test, however adequate the data themselves, will provide a technique suitable to industry. Suitability to industry implies three factors which may be disregarded elsewhere but not here: speed, economy, convenience, and especially a general minimum of disturbance to production, since it must be administered during working hours. The ordinary thorough refraction, while ideal as to results, is much too slow and cumbersome for industry in general. It could not drain off the enormous reservoir of untested employees, while at the same time taking care of daily newcomers, and then adding periodic re-examinations. Moreover, the effects on production would be intolerably disrupting. It is also probable that, even if restricted to employees on selected critical assignments only, comprehensive refraction would still be too formidable an enterprise.

An actual experience with a plant of 5,000 employees will illustrate the difficulties of refraction and the compelling logic of the situation which carries industry toward a screening technique. A fully-equipped office and examining room was set up for a practitioner and his assistant, for the purpose of refracting all personnel once around and then periodically. To this was added the refraction of daily batches of job applicants. The practitioner innocently began the attempt to carry out this program but was immediately swamped, making hardly a dent in the backlog of 5,000 employees. In sheer desperation, he improvised a screening test to save time. It cleared the decks and enabled him to give most of his time to the thorough refraction of those rated as deficient in the general screening test. An incidental benefit, which should be very significant to mangement, was that employees' time was saved and production only negligibly interfered with. Here it happened that but 10 per cent were found to be deficient and therefore in need of refraction. By the traditional method the other 90 per cent would also have been fully refracted in order to disclose the 10 per cent needing attention. Assuming the most favorable conditions, with the examination room in the plant and employees fed in one after another, refraction would still consume about an hour of each person's time from leaving to returning to work. This means that at each periodic examination 4,500 man-hours are saved for production at a cost of 250 man-hours for screening the whole plant at the rate of perhaps 3 minutes per person. If only half this time were saved, it would still be an enormous gain.

But we must also consider the other practical fact that even in times of peace there would not be a sufficient number of professional men to perform the traditional examination on all workers. Nor would all practitioners care for this kind of work. The result has been, that for industry as a whole almost no one has been refracted, not even those needing correction, unless it was done on individual reponsibility, which could hardly provide an adequate drągnet. Thus it is noteworthy that, contrary to superficial impression, a properly safe-guarded screening test is not a means of supplanting or reducing the number of complete examinations, but of actually increasing the number done by drawing attention to those who need full examination and are now neglected because they remain undiscovered.

THE SCREENING TEST

1. *Criteria for test.* — The screening test suitable to the industrial situation must meet one essential condition from which all other advantages are derived: It must, for professional evaluation, provide a means for distinguishing between those persons with and those without vision adequate to ordinary living, and to industrial safety and efficiency. But it must also be rapid, simple, economical, and dependable. The several basic functions which underlie visual performance must be represented in the test directly or indirectly.

Even if the results are to be used directly for placement, professional evaluation should still play a role in interpreting the record and in setting up visual norms for specific jobs. The extent of this professional role should be adapted to specific plant needs in collaboration with the safety engineer, the efficiency engineer, and the personnel director.

Several procedures are possible, depending on plant policy. The employee may escape referral for examination if his vision is, always on the basis of professional judgment, adequate to his job only but not to ordinary living and safety (say, an uncorrected myope who works at near point); or he may be referred to insure all-round adequacy. The choice will depend upon the conscience and social sensitivity of management, on whether the employee is regarded as a mere item immediate to production or as a fully functioning organism whose comfort outside the plant is recognized as a factor in his efficiency at the job.

In any case, once the policy is settled as to what the test shall be used for, the judgment as to what attention the worker's eyes need and what he can do with them should be a professional and not a lay judgment. This last point cannot remain a matter of dispute if we consider the fine weighing of factors that must be made in judging the relationship between, for example, acuties and phorias which determine the harmonious cooperation of the two eyes. It is difficult to see how such judgment can be sound unless it has the authority of professional experience. Imagine a layman's quandary in judging whether a case of 20/20, 20/40 needs refraction more or is less suited to a given job than a case of 20/40, 20/40? Or judging between amount and direction of change of phorias from distance to near? Or taking account of the several concomitant factors of visual compensation? While the screening test itself is not a diagnosis, the evaluation of the screening record is a preliminary diagnostic act, and therefore a professional act. This calls for the support and authority of professionalism.

The functions to be tested directly or by implication are *binocular simultane-*

ity (suppression), *acuity* at near and far for each eye but under binocular fixation, and binocular observation for both (the condition of *astigmatism* being implicit in the results on acuity); *stereopsis* (on a sound and not arbitrary quantitative scale), at near and far; *horizontal phorias* and *vertical phorias* at near and far (the condition of *fusion* being implicit in the results on suppression stereopsis, and phorias), and perhaps *color* discrimination. One series is to be made with correction if worn, thus establishing a presumption at least of the degree of suitability of the prescription. The subject passing this test returns to his work or is hired if new. The one failing is referred for thorough examination which shall establish what treatment he needs to become industrially and perhaps otherwise acceptable.

2. *A basic consideration.* — At this point an apparent digression will be of help in arriving at a general principle bearing on the screening test. Seeing is more than, or at least different from, an aggregation of elements such as acuity, stereopsis, etc. It is a comprehensive, unitary interrelationship of all entities which we may discuss separately for convenience but which do not therefore exist or function separately, any more than circulation and respiration function separately, although we may refer to them singly. The simultaneous interweaving of the parts which goes on all the time in actual functioning gives rise to new relational factors which are not fully accounted for by the sum of the elements themselves. This generalization applies to all modalities of perception. A musical phrase will serve to illustrate the principle. It does, indeed, depend upon its elements, the individual notes, but is nevertheless not wholly accounted for by them. And no layman, given the notes unorganized, would see their meaning as a musical phrase. On the one hand, the same notes may be arranged to form two quite different phrases. And on the other, two sets of notes which are quite different individually may be arranged to produce the "same" phrase, as when a soprano and a basso sing the "same" piece of music. Where identical notes are arranged to yield different phrases, as in the first case, and where quite different notes are arranged to yield the "same" phrases, as in the second case, it is the organizational relationship within each phrase, as well as the notes themselves, that provides an essential component. The elements are important, but only insofar as they are organized into a significant constellation by a competent composer and performer.

Much in the operation of vision is known to rest on similar organizational factors which would escape the naïvete of the layman. Therefore, it is obvious that as industrial testing itself is concerned with arbitrarily isolated and simplified units, such as acuity, etc., a professional interpretation even on the screening level is needed to provide the understanding of organizational factors that account for vision as a whole in actual operation.

In actual useful vision the subject does not experience acuity, stereopsis, etc., as such, but an object as a whole, which is after all what he is interested in and what vision is for. All he knows is that *there* is an object, of which he does not take size, form, color, distance, etc., as mechanically separate entities, although the screening test does provide a measure of these bare bones. At this point a professional interpretation is necessary in order to make a shrewd guess as to what actual organized seeing really is. A cold screening report no more represents vision than a schedule

of materials represents a motor in operation. To delineate visual functioning, the record requires a professional conception of relationships just as much as the schedule of materials of the motor requires a professional engineering conception of relationships to delineate the motor, even on paper. In the light of this consideration, it would seem very strange, therefore, to leave evaluation to a layman.

3. *Standardization of the instrument.*—The standardization of the instrument should be the responsibility of its manufacturer. He should state the degree to which the tests are both valid and reliable, and in general be governed by the criteria of sound test construction. For validation, the test results will require correlation with corresponding results from standard refraction of the same subjects. For reliability, correlation of repeats of the same tests by the same subjects are required, and the correlation of internal parts with one another may be desirable. In brief, the dependability of the tests in the device should be established by a rigorous statistical analysis. Correlations for validity and reliability should be strong and not merely nominal.

4. *Visual norms for specific jobs.*—The establishment of these, by means of the validated instrument, should be the responsibility of the engineer and his professional eye consultant. Due respect should also be paid to the factors other than vision that may be operative. It would be a presumptuous invasion of the functions of the job-design engineer and of the professional eye-man for a manufacturer of the instrument to undertake to suggest such norms *a priori*. In the light of the provisional character of our knowledge in this area, the manufacturer could at best act only as a clearing house for these norms and suggest that such and such were adopted elsewhere under roughly analogous conditions. But it must be kept in mind that the wide variations in practice from plant to plant, even within the same industry, and the almost complete absence of a body of data on visual norms of any kind in industry necessarily place responsibility for setting up norms locally. A further complication lies in the danger of assuming certain visual defects to be qualifications for a given job when they are only the artifacts of working for years under a badly designed job situation. What such a situation calls for is not assignment of workers with the defect, but a re-design of the job in order to eliminate what is really an occupational disease. Moreover, one must recognize that it is playing the role of providence in telling an industry from the outside who is qualified for what job on the basis of visual testing. The weight to be given such tests, while undoubtedly considerable, is to be determined within the plant, where conditions are best understood. Therefore, it is the beginning of wisdom for the manufacturer to say, "Here is an instrument by which data on vision may be gathered and from these data the engineering and eye professions, who are best qualified for the job, may establish their own job norms."

5. *Specifications for the screening instrument.* — The character of this device is determined by the distinction between the industrial testing situation and the examining situation in the conventional refracting room. The instrument should be simple, sturdy, and easily portable. It should be so designed as to be used in one central or several substations or to be easily carried about in a plant from person to person if need be. Also, it should be flexible enough for

interchanging targets or inserting new targets as improvements are made on the basis of accumulated experience.

Since it is fair to assume that near vision is industrially more important than distance vision, the technical compromises that the design of any such device may entail should be made in favor of accuracy in testing near vision and at the expense of accuracy in testing distance vision. For example, if an optical system can possibly be avoided for either the near or distance test, but not for both, it should be avoided at near, in order to eliminate the artifacts that accompany its use. This again is a serious responsibility for the manufacturer of the instrument to consider.

The record of results should be on a separate card for each subject, and should require little writing, by the tester, but mainly checking. Complaint symptoms should be recorded after brief questioning. An entry should indicate whether glasses are worn. The record should be simple and completely free of evaluative and diagnostic terms, in order to avoid tempting the layman to make diagnosis. At the same time, the terms should be so standardized as to yield directly to statistical treatment and comparison with similar data from actual refraction. A full key should, of course, be in the hands of the professional man who is to make the evaluation for referral or placement.

6. *Personnel for administering the test.* — There is some disagreement as to the qualifications and range of duties of the person who shall operate the device and administer the test. By one view, he should be an ophthalmologist; by another, an optometrist; by still another a briefly-trained lay technician; and in England a layman operating quite independently of professional supervision has been accepted for several years. A grasp of the problem and of the role of professionalism should readily dissipate the difficulty and disagreement. Consideration of the number of available professional men would suggest that there are simply too few of either or all to do the industrial job as it should be done. Nor would many professional men be content to neglect their regular practices in order to perform the screening in plants. The logic of these circumstances suggests the suitability of a layman, if the professional man so desires, to administer the mechanics of the test under direct professional supervision, subject to the strict demarcation from evaluation of the record as already indicated.

7. *Policy on improvement.* — Improvement in testing lies not necessarily in adding items, but in continual alertness to the possibility of refining what is sound and eliminating what turns out to be superfluous. This policy implies the utilization of disinterested experts in several fields who shall be free to make critical and even skeptical evaluations, since so much is at stake. Partiality for one's own baby, premature claims, and an uncritical adoption of test items solely on the basis of tradition, habit, innovation, or any other extraneous considerations are inadvisable. Again, it is to be heavily emphasized that screening is not refraction and should not necessarily take practices over bodily from refraction. The more screening is loaded with dispensable items, the more it loses its unique character and justification, and the more it verges dangerously and needlessly on diagnosis.

PREDICTION

The relatively broad categories of visual measurement, with which professional men have long been familiar, are

doubtless related to efficiency in broad job-families and may thus be a means of predicting job success for hiring. But this is one thing, while the far from demonstrated bearing of highly refined measurements on efficiency in specific jobs is another. The danger in associating the two for discussion is that the latter will gain an illegitimate plausibility from the former. Thus we may, if uncritical, invest in vague and ambiguous projects the energy that could yield unequivocal material accomplishments elsewhere. It would seem more advisable to do first things first and set up the heavy framework of the house before looking for the fine-finish trim.

Where jobs are distinguishable in crudely-differentiated visual terms, as, say in terms of far and near requirements, a screening test could be used to predict the probable success of an applicant. Obviously, if one wished to qualify for that classic the crane operator, who is presumed to drop a load of steel on a dime at a considerable distance from himself, we might admit though with justifiable reservations, that distance acuity and stereopsis ought to be pretty good. If, on the contrary, the applicant aspired to become that prototype of close work the hosiery looper, who performs at nose length, then distance functions are quite irrelevant, because to succeed one ought to possess initially, or be provided with the means of securing, good near vision. Both are truisms, but they are hardly convincing evidence of the possibilities of extremely refined prediction. They are irrelevant to the issue at hand because they are the crude extremes of range about which there can be no dispute.

As a preliminary hypothesis one may grant the statistical desirability of investigating the sheer presence of finer nuances in all visual functions, but the technical difficulties and the enhancement of instrumental error in doing so should not be underestimated. Likewise, significant variations in performance by the same subject due to physiological variations, which may be considerable and inconsistent with fine determinations, should be meticulously weighed. But beyond this even, the absence of evidence of correlation of specific job-efficiency with these finer measurements suggests the wisdom of a strict suspension of judgment as to their eventual utility. The only generalization that is at present justified is that families of visual skills may be correlated with job families.

So the crude and significant distinctions between crane operator and hosiery looper, which may be regarded as an attempt to strengthen the argument for fine measurements, seem to be irrelevant. In the light of this consideration, it might be advisable to recognize the animal on which we are seated, lest we find ourselves riding a tiger.

Still other questions should be asked in order to clear the scene of alluring vistas which may only be chimerical. What part does the irrepressible yearning for a kind of philosopher's stone, a simple and infallible test of aptitudes that could be applied mechanically, play here? Then, also, may we not be negiecting the fact that job analysis, despite its achievements with tools, materials, and motions, is still rudimentary even in these respects? And as to analysis of job requirements in terms of sensory skills, including the visual, which should be a precondition to extreme finesse in measuring vision for prediction, has even a respectable beginning been made? Then, also the condition remains that in the most objective evaluation of a worker's efficiency, the terms are

not so extremely precise as are the visual measurements which one may propose to correlate with them? Where pairs are to be correlated, both members should be of like degree of refinement. Since this condition is not met for the one member (job requirements), it follows that no advantage could be realized from the high precision of the other (visual skills).

Nothing in the present state of knowledge of vision or of job requirements authorizes the expectation of making predictions of job success in any but relatively crude terms, with reference to job families rather than specific jobs. One reason is suggested by the physiological facts which seem to impose a limit to the extent of refinement in prediction, a limit inherent in activity itself. The behavior which vision controls and permeates is, as far as industrial work goes, activity of the skeletal muscles. This activity is reducible to a few patterns of coordination, showing no variations which might be extensively correlated with excessively refined measurements in vision. Vision is an overseer, and within the simple range of this duty need not be, and therefore is not, any more complex than the muscular operations which it supervises. The terms in which we describe vision may be more complex and more varied and the measurements more refined than those used to describe muscular activity. But this circumstance does not make vision, as it coordinates muscular activity, the multifarious phenomenon which over-refined prediction would require. In brief, vision is the same for peeling potatoes as for splicing rope.

This conservative criticism need not be taken as a denial of value in assigning workers according to some standards of visual performance—but these standards must be the relatively broad, job-family standards which are perfectly obvious to any professional man who has mastered accepted measuring methods. This is certainly prediction of job success on the basis of visual testing. While it is relatively coarse, it is, nevertheless, adequate and, in itself, very significant and can become valuable if it be extended to the numerous suitable situations which are now ignored.

JOB DESIGN IN RELATION TO VISION

Although job analysis in visual terms is workable only in relatively broad measures, it may have great value for job design and simplification. It is desirable and possible to determine the demands, specific within relatively broad limits, made upon vision by a given task at a given bodily posture. The utilization of such data would be advantageous to both industry and the worker. If, as has been assumed throughout this paper, the illuminating and safety engineers have done their jobs properly, there may still remain visual difficulties that inhere in the particular design of the job and that could be eliminated by redesign. This would improve production and benefit the worker, for both gain from the elimination of strain. For example, if screening were to disclose an excessive frequency of a certain visual defect or complaint symptom, or a relation of these to accidents, or to rejects in a given occupation or operation, this would justify scrutiny with a view to re-designing the job. If the job could not be redesigned, it might be found feasible to provide proper vocational lenses, as was done with the hosiery loopers in England.

Another factor that enters job design is standardization and simplification of visual requirements in such a way as to make more workers eligible and thus yield economies in selection and opera-

tion, as well as to open opportunities for men injured in war. Labor turnover would be reduced or rendered less costly because training would be briefer, as it must be with every advance toward greater simplification of each job. There would also be a wider field of assignment of personnel, since fewer specific aptitudes, including those of vision, would be demanded.

Finally, job design could insure long-range benefits if visual conditions were adequately adjusted, not alone by eliminating avoidable hazards which produce accidental injuries to the eyes, but by reducing the functional hazards, such as eyestrain, which operate continuously and insidiously. It is simple considerations such as these, founded upon a body of known but widely neglected facts, and not requiring excessive and questionable subtleties, that would enable the professional man to make a material contribution to industry.

WHEN THE NEED FOR WAR-TIME SERVICES FOR CHILDREN IS PAST — WHAT OF THE FUTURE?[1]

BY DOROTHY W. BARUCH

ALL OVER the country we are hearing a new note of hope—the prediction that war may be over far sooner than we have heretofore dared anticipate. As the end of hostilities appears not too dimmed by far-stretching distance, those who have worked on various war-long projects, are stopping at moments to wonder: What have we really accomplished? What must we still do if we are to help end the war as rapidly as possible? And what of the future, after war is past?

These same questions rise in the minds of the many people who have worked in and for the child care services. Those who have watched and tended the first beginnings, those who have experienced the spread and the growth, those who have added their own strength to strengthening the program —all alike are trying now to evaluate: What have we accomplished? What must we still do? And where will we go later, at the close of the war?

WHAT HAVE THE CHILD CARE SERVICES ACCOMPLISHED?

During the war years, we have seen more and more mothers moving from their homes into jobs. At the outset they left their children under haphazard supervision. They left them without supervision behind locked doors or running the streets. For some strange reason, they preferred the supposed "halo" of home to the opposed "havoc" of school. But, by now, it is clearly evident that things have changed. Distrust has been replaced by confidence. The first apprehension in leaving small children "to be regimented" has been replaced by a sense of security and firm knowledge that the children were not being lined up and treated like robots, but that each was receiving care and guidance which took into account his own individuality and needs. The first conviction that school-age children would be unwilling to tolerate school in out-of-school hours has been replaced by the enthusiasm of the children themselves and the reflection of this spirit in their homes.

Increased utilization of centers

Nursery schools and child care centers for the older school ages are bulging out at the gates. In one city, for instance, where child care was met with great primary resistance, the figures on the increase in enrollments in one year and one week's time tell their own story. On September 13, 1943, there were 104 child care centers with 3,000 children enrolled. On September 20, 1944, there were 224 centers with 8,448 children enrolled.[2] Of these, 117 were nursery-

[1] [This concludes a series of eight consecutive articles on problems of child care during wartime published in the JOURNAL by Dr. Baruch. The first paper of the series was published in the November-December 1943 JOURNAL. Bound copies of the series are obtainable from the author. The editors express their appreciation to Dr. Baruch for her contributions. —EDITOR.]

[2] Los Angeles, California [7].

school centers possessing an enrollment of 4,586 youngsters; 107 were extended day-care centers with an enrollment of 3,862. Long waiting lists indicated that the demand far exceeded the actual number for whom the centers could care. The same picture appears in many places. In short, the first primary outcome of the extended school services for children of working mothers during the war can be boiled down to one short sentence: Child care has worked.

Direct contribution to child life

The centers have proven themselves of essential value to child life. Not only have they provided health protection, medical services, attention to nutrition, they have also kept many children from the fear and insecurity and from the bitterness and resentment which evolve out of feeling un-belonging and unloved. They have given steady anchorage during unsteady and restless days. What this will mean to society in the future is difficult to estimate. For one thing, it will mean the prevention of at least some of the wreckage that would have resulted had children gone on under inadequate and adverse care.

At the time of the first White House Conference on Child Health we were made aware of the misfits growing up in our nation. We learned then that six million children were improperly nourished, that one million children had defective speech, that at least three quarters of a million children had serious behavior problems, many of which led into delinquency, crime and life-long histories of maladjustment [11]. We knew, too, already in the early thirties that as many people enter psychopathic hospitals every year as graduate from college [1]. More recently, evidence of the widespread incidence of maladjustment has come from our armed forces. One report shows that "of the one and one half million men discharged from the Army, the approximate percentage of discharges on neuropsychiatric grounds would be forty to forty-five per cent" [4]. Other reports indicate that such casualties are, for the most part, not made, as it were, by the war itself, but by life-long maladjustments reaching back and back into the early years and set off or precipitated into break down by the war experiences [6]. Observation by many of the psychiatrists working at the battle fronts confirm this. The significance in terms of the value of services rendered by the child care centers is obvious. In so far as these services have decreased maladjustment, they will later save us many hundreds of thousands of dollars on the care of psychiatric casualties. They will have salvaged many human beings who would have gone under, had poor care accompanied the strains and exigencies of wartime living.

By virtue of the fine physical care rendered in the centers, much malnutrition and lowered physical vitality and resistance to disease have been prevented. Where, in addition, sound personal relationships have functioned and a regard for individual needs, much emotional wreckage has been offset.

The contribution through work with parents

The child-care war services have contributed directly to the physical and emotional health of the children enrolled. Wherever they have worked with parents, they have, moreover, extended their effectiveness. As parents have been equipped to carry on with greater ease and security, their children are benefited not only in the present but for the years ahead. The child care centers have helped to spread the conviction

that working closely with parents is essential. Close contact with the family will not lose its importance in a post-war world filled with many dislocations. As teachers have learned to maintain such contacts, and as school systems have learned to stress them, their contribution will continue long after the war.

Contribution to winning the war

Beyond those gains which have come through attention to child development and parent education, are those which have come as immediate war-connected ends. The existence of the child care centers has helped to maintain a mighty labor force of over fifty-four million people, including more than eighteen million women workers [12]. Without this labor force we would not have been able to prosecute the war effectively and to equip our fighting men. At the beginning of 1944, surveys in one of the large war factories showed that 27 per cent of the women workers were mothers. Surveys in the same place in September, 1944, showed that the proportion of mothers had jumped to 64 per cent. All other manpower resources had been exhausted. Similar figures apply to many war plants. From such data it becomes obvious that the child care centers have played an essential role in winning the war. They have, moreover, played an economically sound role.

Contribution in saving to the national budget

One major aircraft plant producing a large quota of fighting planes estimates that it costs $1,000 to put a new worker on the job. This includes the cost of terminating the outgoing worker and of recruiting, inducting and training the incoming one. Other plants give different estimates ranging upward from a minimum of $200. Conversely, every time a woman is saved from quitting, we save from $200 to $1,000 in the cost of prosecuting the war.

Let us now put some figures on the cost of child care next to these figures. In nursery school, the approximate cost per child per day is $1.50; in the extended day-care centers $.75. This shows us that every quit saved pays for 133 to 666 days for a child in nursery school; and for 266 to 1,333 days for a child in an extended day-care center. And the plants concur that the child care program has saved them a tremendous number of quits. Thus, instead of putting money into the total wastage inherent in the cost of quits, we have been putting money into a sound investment for our nation—its children. This, alone, is no mean accomplishment for the child care services to have achieved.

Contribution in terms of community cohesiveness

There are also other accomplishments. In our effort to serve children, we have seen whole communities mobilized in common endeavour. We have seen factions disappearing. We have seen agencies and organizations and groups with diverse backgrounds bringing mutually acceptable contributions.

We have seen democracy functioning as child care committees have included wide representation and as they have moved into actual working relationships heading toward unified goals. For, these committees have not been composed of lifeless figureheads. They have been made up of people who have put time and energy and resourcefulness into helping the centers to be of utmost service. In one place, for instance, "the Child Care Committee of the Defense Council assists in securing locations, determining needs, making surveys pre-

senting local problems, and assisting in securing of local contributions for scholarship funds for children whose parents are unable to pay the minimum stipulated fee."[3] In another place "one of the functions of the Child Care Committee is to interpret the nursery school program to the community. This has been done by newspaper articles and pictures of children's activities. . . Radio programs have been used effectively. . . . Posters have also been used. . ."[4] The conviction that its children belong to the community, and that the total community has responsibility for them, has been growing through the functioning of the child care committees during the war.

Contributions to the public schools

The schools have learned, not only to work with other agencies and organizations. They have learned to work with industry and with labor — those two great forces of paramount importance in an industrialized society. As a result, the schools have become more closely geared to the day's practical problems. As a result, too, industry, and labor have become more closely integrated with the social institution having the major role in influencing the boys and girls who are to belong to industry and labor in tomorrow's world. Examples of cooperation between these groups show how they have been contributing to each other in the pursuit of a common cause. In some cities the major plants have agreed not to employ a woman unless she enrolls her child in a center or furnishes proof of some other type of adequate care.[5,6] "The industries," says one report, "prefer to employ those working mothers whose children are enrolled in child care centers because it helps reduce absenteeism. . . . they also were among the first to realize that happy mothers work more efficiently."[7] In most cities close contact is maintained between the centers and the women's counselors in the plants. Many of the plants have helped to publicize the program. In one city, the plants helped to finance the services of a child care coordinator versed in public relations. They contributed substantially, as well, to building and equipment.[8] In another city, the centers were called on to help select a counselor for an air depot nearby. They were able in this manner to secure a person who had had training and previous experience in working with parents. This, in turn, brought benefit to the schools in helping to create a wider understanding of their needs and aims.[9]

Ever since the inception of the centers, the cooperation given by the labor unions has been outstanding. They have worked to promote the centers and to inform their membership as to the types of service available and their value. They have in some places contributed financially, as in one city where they paid for posters and saw that these were placed throughout the plants.[7] In another city, the unions undertook a noteworthy project in the form of a workers' service bureau, run jointly by the industrial union council and the wel-

[3] West Palm Beach, Florida. In a letter from Marian C. Dodge, director, extended school services, January 19, 1944.

[4] Tampa, Florida. In a letter from Elizabeth Freeman, supervisor of nursery schools, January 20, 1944.

[5] Cheyenne, Wyoming, cited in a letter from P. T. Pritzkaw, director of elementary instruction, January 6, 1944.

[6] Minneapolis, Minnesota. In a letter from Prudence Cutright, chairman, Child Care Center Advisory Committee, Board of Education, January 19, 1944.

[7] From William R. Peck, superintendent of schools, Holyoke, Massachusetts, January 31, 1944.

[8] San Diego, California.

[9] San Bernardino, California.

fare federation. This bureau not only worked directly with union members seeking child care; it also launched a program whereby shop stewards were trained to inform workers concerning the facilities, to answer their questions and to refer them to the proper resources. Eighteen different union locals were contacted in this project, representing a membership of approximately thirty thousand workers.[10]

Quite automatically, as these widespread inter-group types of coordination went on, the schools found that they were being involved in public relations in a way that they had never anticipated [3]. They could no longer keep ostrich heads in the sands. They saw notices about themselves staring down from streetcar posters. They saw themselves reflected in window displays. They found themselves described and depicted in pamphlets and newspaper columns. They heard themselves announced and described over the air.[11] They found themselves, even, flashing out from the silver screen in commercial theaters.[12] They discovered themselves engaging in many ways of communicating to the public.[13]

As these things happened, as schools and industry, unions and community agencies and organizations worked together, several vital outcomes have been achieved. For one thing, proof has come that total communities can mobilize effort in a program of prevention rather than cure. In the second place, the schools have learned to relate themselves better to the entire population. They have learned to communicate to the people at large. And, as a result, a third thing has occurred: the schools have gained a new sort of community support which should prove invaluable in the reconstruction of a postwar world.

And last but not least, as the schools have extended their services to include longer hours, carefully planned feeding, rest and many broadened activities, they have also extended their knowledge. Teachers who, as in one project, have seen boys of junior high-school age wanting to take up work in cooking and homemaking, will never again set artificial barriers to what children want and need to do.[14] Teachers who have worked with children in before-and after-school hours, in the hours when tears and tiredness are present, in the hours when insatiable demands for many vigorous satisfactions come to the front—these teachers will never again see children as behind-the-desk automatons, nor will they ever regard a parent with unknowing and un-empathetic eyes. As a result, they will be able to contribute far more vitally to both children and parents when the years after war have come.

WHAT MUST STILL BE DONE?

The war is not yet over. To bring it to a successful end, vast manpower resources must be maintained. The child care centers have made it possible for many mothers to stay on the job. They must still do so. In certain areas their services must even be expanded.

[10] From Progress Reports of the Workers Service Bureau, The Welfare Federation of Cleveland, 1001 Huron Road, sent by W. T. McCullough, research secretary.

[11] As, for instance, in the very complete publicity program of the Children's War Service Program in Duluth, Minnesota, as described in reports sent by Mrs. Ione Lindsay Johnson, Director, January 20, 1944.

[12] As the five-minute motion picture entitled "What of Your Child" prepared by the State Department of Health and the State Child Care Committee of New York, and described in a communication from Mrs. H. L. Webb, Coordinator, Schenectady County Consolidated War Council, Child Care Committee, March 22, 1944.

[13] For some helpful suggestions see [8].

[14] In a letter from Byron B. Smith, Director, Extended School Services, Seattle, Washington, September 7, 1944.

Manpower trends call for further extension of facilities

There are three specific facts related to manpower needs at the present time which bear influence on the child care situation. The first fact is that in many areas the labor pool has been drained to the dregs. Not only must the people who are at present on the job, stay on the job—still more people are needed. The child care centers, however, in most of the heavy war areas, serve only a very small portion of the women who must have care for their children. The long waiting lists bring evidence that the demands far exceed the resources. This means that expansion of services is necessary.

The second manpower fact connected with the matter of child care is that many women and men alike now in essential war industries are, in the face of war's end, saying to themselves: "You'd better get yourself a more permanent job—one that won't end with the war but that will continue in peacetime." As a result, many are checking out of war industries and are moving into a more permanent type of employment. This does not mean, however, that they no longer need child care facilities. They still do.

The third manpower fact is closely related. As vacancies are created by this exodus from war industries, a new group of women are moving in. These are the young wives of servicemen. They are the girls with small babies who are finding that G.I. Joe's paycheck just isn't enough to live on. And, because the plants are desperate for labor, they are snapping them up. This means that children of a new age group are sorely in need of good care. It means that child care services must be extended downward, so that babies under two need not suffer neglect.

The need for infant centers

In one locale, estimates on the basis of plant surveys and other data showed in the fall of 1944 that there were approximately 11,000 babies under two years whose mothers were working in war industries. Very conservatively these reports placed 2,500 babies as desperately in need of care.[16]

The same adverse conditions that prevailed earlier for older children now prevailed for this younger group. They were being left in parked cars and in locked rooms, uncared for, unfed. Foster homes were not available. An exhaustive study of the community showed that about 475 new foster homes appeared on the horizon from month to month, but that about 471 homes closed down their foster-care facilities in the same periods. Apparently many women who had been willing to work by taking care of other peoples' children found that their time could be less strenuously and more profitably spent. Several other facts also pertained to the situation. Although there were over 150,000 Negroes in the area, with a large number working in war industries, there was not one foster home for Negro babies. Furthermore, the cost of foster care was prohibitive, especially on G.I. Joe's pay. Charges ran from $15 and $20 a week for day care up to $75 and $80 for twenty-four hour care.

It is self-evident that differences of opinion as to best policies and procedures would rise in relation to many aspects of infant care. However, in relation to the matter of twenty-four hour care, there can be no arguments among people who have acquired even a minimal insight into children's psychological needs. Contact between mother and child

[16] Los Angeles metropolitan area, figures furnished by the Southern California War Manpower Commission, October 17, 1944.

must be maintained. We had good proof of this in the early days of the Russian experiment when it was found that babies given twenty-four hour care out of their homes were lacking in initiative, independence and self-confidence, and were developing apprehensiveness and timidity [5]. Children must be with their mothers for some part of each day. Moreover, they must have both good care and wise guidance in the hours of separation.

What is being done to provide such care and guidance?

In the early part of 1944, questionnaires were sent to the chief school officers in all the states. One question asked whether any programs for infant care had been set up for children of working mothers. It requested names and addresses of persons who could furnish details on such programs. Questionnaire returns indicated that infant care had been undertaken in fourteen states. Follow-up letters were then written for more detailed information. In all but one instance, the type of care mentioned was foster-home care. The only thing approaching group care was a large home run by two women and licensed by the State Department of Public Welfare to accommodate ten children under two. The Public Health Nursing Association contributed its services.[16] In almost all instances where foster homes were described, two problems were reiterated, namely the difficulty of locating sufficient homes to take care of the need and the difficulty of furnishing adequate supervision.

Since the time these returns were received, at least one city has ventured forth into a larger scale infant care project.[17] A brief review of its experience sheds light on one type of excellent solution to a most difficult problem.

In May, 1944, two infant centers were opened at the continued instigation of industry in an area where plant surveys were showing that fourteen and sixteen per cent of the children of working mothers were under two. The parent-teacher association incorporated. They then sponsored the project, sending in a request to the federal works agency for Lanham Funds. Meanwhile, because of the urgency of the matter, the industries in the area helped to finance the project. The cost per child per day was estimated at $2.80 of which the fee paid by the parent covered $1.00. The local child care committee helped to set up the project. The State Department of Social Welfare issued a license permitting the operation of the centers, and the fire department and local health department helped in the setting up of standards. The county welfare donated the clothing. The Navy gave the cribs. The Federal Public Housing Authority furnished the building where the centers were housed. In short—a total community mobilized in preventing damage to the physical and mental health of its youngest inhabitants.

Prior to the opening of the centers, a study revealed many types of haphazard and precarious care. Infants had been entrusted to several different people while a mother was at work: to a neighbor in the morning, to another at noon, to an eight-or ten-year-old brother or sister later in the day. Frequently infants were placed in unlicensed homes. Costs were prohibitive. One woman whose husband was missing in action in the South Pacific was paying $125 a

[16] At Salt Lake City, Utah, as described in a report from Norma C. Crabtree, Salt Lake County Department of Public Welfare, March 8, 1944, and sent by courtesy of Anna Sundwall, Chief, Division of Child Welfare Services, Utah State Department of Public Welfare.

[17] San Diego, California. Information furnished by various agencies.

month for the care of an eighteen-months-old baby and a child of four in a foster home.

After the opening of the two centers, a different picture prevailed for the all-too-few babies who could be accommodated. A registered nurse was in charge at each center. The staff included one attendant for every five or six babies. Rigid inspection and meticulous health conditions have prevented any epidemic from spreading. When babies arrive in the morning, they are immediately changed into sterilized clothing before joining the group. A visitor must be ascertained free from any communicable illness and must put on a sterilized gown before being admitted. The formula room is open only to the attendant who makes up the formulae. The most beautiful cleanliness is maintained. The daily program is adapted to the different age levels. It includes opportunity for rest and sleep; proper food and sunshine; and for play, attention and love. The progress made by the babies enrolled has been marked. One little undernourished, wizened baby—very low mentally—showed improvement in intellectual responses as well as in physical condition after a few month's care.

Due to the success of the two centers and to the increasing demand, eight more centers are being added.

Other things needed

In addition to the infant centers, various communities are clamoring for more *facilities to take care of children when they are ill; more buildings to house the centers; more teachers* and *more teacher training.*

Because of the teacher shortage, some communities have ventured forth courageously in the *utilization of volunteers.* More of this sort of thing needs to be developed. Reports of successful outcomes have been sent from several places. In one locale, volunteers have assisted with arts and crafts, dramatics, music and story telling in the school-age centers. In this manner, people with talent of one sort or another have been able to contribute regularly in ways that have enriched the program.[18] In another place, volunteers have come in occasionally to give talks and to bring in various facets of community living.[19] In still other places, volunteers have been used as part of the staff working with the children in the regular day-by-day activities. At both nursery-school and grade-school ages one community reports having one or two volunteer workers scheduled in each of its centers every day.[20] In other communities students from teacher training institutions are being utilized; and also high school and junior high school students from classes in homemaking and family-life education. The variety of contributions that volunteers can bring to the centers is endless especially when they have undergone, as many have, the training courses set up for them [9] [10].

There is little place left in the scheme of things for the traditional attitude of hands raised high at the idea of a lack in the dependency and effectiveness of voluntary effort. That volunteers are capable of as continuous and devoted a job as paid workers has been ably demonstrated. One center, in fact, at its outset, was staffed entirely by volunteers. The volunteers consisted of two professional nurses, school teachers, twelve trained child-care aides, Red

[18] Bibb County, Georgia. In a report from Rosalie Chaplin, director of extended school services, December 27, 1943.

[19] Rochester, New York. In a report from Carl H. Kumpf, director, child care centers, February 28, 1944.

[20] Holyoke, Massachusetts. In a letter from William R. Peck, superintendent of schools, January 31, 1944.

Cross canteen cooks, a public health nurse, a pediatrician and a director.

Today the center is in a small house in a public school. It is a Lanham-supported child care center caring for eighty children aged two to fourteen. The director says:

> We continue to work with many of the old volunteers and some new ones too. Three courses for the training of aides have made possible fresh recruits. We are one of the few centers that has been able to set up a five-day working week for teachers from the very beginning. This was possible because a number of volunteers were well enough trained to take a teacher's place on her day off. One of the most important reasons for using volunteers is that it brings the community into the center. Every day the community works in the center in several capacities.[21]

The result of such endeavors in terms of increased community support is obvious. Obvious, too, should be the lesson to the public schools. If the use of volunteers could be adopted in kindergartens and upward, not only would the program for children be enriched. The school's place in the community would be strengthened. The support given the schools by the community would be advanced.

WHERE DO WE GO FROM HERE?

What about the child care services after the war? How about their place in the future?

To gain indication on what trends existed throughout the country, a questionnaire was sent out in the fall of 1944. It went to the departments of education in each state and, in addition, to the boards of education in some of the major cities. Replies were received from 45 of the 48 states. Of the 99 blanks sent out, 71 were returned. Answers in 25 of the states came both from a person in the state department of education and from a person in the child care program of one of the major cities. Usually, the people who filled in the questionnaires were superintendents of schools or child care co-ordinators.

[21] In a letter from Dorothy Robin, director (and volunteer), Hempstead Child Care Center, Hempstead, New York, March 17, 1944.

PROBABLE CONTINUANCE OF CENTERS IN POSTWAR PERIOD

The first item on the questionnaire dealt with the probable continuation of child care services in the postwar period. All the applicable answers were tabulated in two ways: (1) according to states [Table I] and (2) according to persons replying [Table II]. In regard to nursery schools, applicable answers were received from 43 states. Of these, replies from 13 states indicated that nursery schools would probably shut down; replies from 22 states that nursery schools would probably continue. Disagreement existed in eight of the states sending in two replies—one reply indicating that the nursery schools would probably shut down, the other that they would probably continue.

TABLE I

PROBABLE CONTINUATION OF CHILD CARE SERVICES IN POSTWAR PERIOD
(By States)

	Nursery Schools	Extended Care
No. states from which replies indicated that programs would probably shut down	13	20
No. states from which replies indicated that programs would probably continue	22	15
No. states from which replies were in disagreement (i.e. one person indicated that program would probably close: other person that program would probably continue)	8	10
Total states from which applicable replies were received	43	45

As for the school-age centers, applicable replies came from 45 states. Of these, replies from 20 states indicated that extended day-care programs would probably close down after the war; from 15 states that they would probably continue. Ten of the states filling in two questionnaires showed disagreement. [*See* Table I.]

In relation to the disagreements on nursery schools, the eight people believing that programs would shut down were in State Departments; the eight people believing that they would continue were in local child care programs. As to extended care, all but two who believed these would shut down were state people; all but two who signified continuation were working in a specific locale. Thus, it is quite possible that the people working locally and seeing the success of the programs through close firsthand observation, were more convinced of their going on.

Of the 63 persons sending in applicable replies on nursery schools, 23 indicated shut-down; 40 indicated continuance. Of the 58 sending in answers on extended day care, 33 indicated shut-down; 25 continuance. [*See* Table II.]

From an examination of these answers, it becomes evident that the continuance of nursery schools is being looked forward to in the postwar period by a majority of persons in key positions. It also becomes evident that their continuance is anticipated more extensively than is the continuance of extended care for the school-age child.

Several people answering the questionnaire modified their statements by indicating that they believed the facilities would be continued in part rather than in their entirety after the war period.

Another question asked for an opinion as to what types of nursery school would be considered advantageous in the postwar period. Sixty-four persons answered. Of these, 17 showed themselves in favor of nursery schools for children of working mothers only; 44, on the other hand, believed that nursery schools would be advantageous for all children. Moreover, 32 believed that nursery schools would be advantageous in connection with high school homemaking courses; 34, that they would be advantageous in connection with parent education courses.

TABLE II

PROBABLE CONTINUATION OF CHILD CARE SERVICES IN POSTWAR PERIOD
(By no. persons answering)

	Nursery Schools	Extended Care
No. answers indicating that programs would shut down	23	33
No. answers indicating that programs would continue	40*	25**
Total applicable answers	63	58

* Of these 23 indicated that program would continue in part only.
** Of these 25 indicated that program would continue in part only

WHY CONTINUE?

The value of nursery school was stressed in terms of its contribution to child development and to family life and parent education. One person said, "It seems reasonable to expect mothers to want this care after the war. They are more aware of the advantages for their children and the help that they, as mothers, are given. . . These war years have educated parents to the importance of good nursery school guidance.[22] Another adds that the facilities are needed as a "help for many mothers in getting back to normal life. . . [23] Another person in an earlier communication stated,

[22] Geraldine F. Taylor, supervisor, child care program, Louisville, Ky.
[23] Rhoda W. Bacmeister, supervisor, child care centers, Philadelphia.

I see a need for the extension of child care centers for children of parents other than those employed, on account of the modern prevalence of families too small to provide in the home recreational facilities among brothers and sisters under parental guidance. I see a need for many small neighborhood recreation centers for children up to ten or twelve . . . also think that school buildings and playgrounds should be properly equipped and kept open under proper supervision the year round for children over twelve and for adults.[24]

Still another person brings out the practical fact that both nursery schools and school-age centers "need to continue after the war because some of the young men who left high school for the war and who married will probably not be receiving wages large enough to take care of their families. Therefore, both man and wife will work."[25]

Type of support anticipated

Another aspect which the questionnaire inquired into was the matter of support. It asked: According to existing state laws, could you operate and support the child care facilities as part of the regular school system? Replies to this question are shown in Table III. Of the 44 states giving information on nursery schools, 12 states indicated that laws existed permitting operation and support; 32 states, that such laws did not exist. Of the 42 states furnishing information pertaining to extended day care, 19 indicated that there was permissive legislation; 23, that state laws permitting such operation and support did not exist. Several replies indicated that extended day-care centers could continue with recreation funds.

TABLE III

STATE LAWS PERMITTING OPERATION AND SUPPORT OF CHILD CARE FACILITIES

	Nursery Schools	Extended Care
No. states having laws permitting operation and support	12	19
No. states that do not have laws permitting such operation and support	32	23
No. states furnishing information	44	42

Still another part of the questionnaire inquired more fully into the various types of support that the person answering anticipated. Tabulation was made of the indications from those states in which either one or both persons answering the questionnaires had signified that the facilities would probably continue in the postwar period [Table IV]. From this tabulation it will

TABLE IV

TYPES OF SUPPORT ANTICIPATED IN STATES INDICATING CONTINUANCE OF CHILD CARE SERVICES

	Nursery Schools No. States	Extended Care No. States
Public Funds		
Federal funds	3	2
Federal and state funds	1	0
Federal, state and district	1	0
State funds	2	3
State and district or local school funds	5	1
District or local school funds	1	3
Public combined with private funds		
Federal funds plus tuition	2	0
District or local school funds plus tuition	2	1
District or local school funds plus tuition or "other" unspecified private contributions	1	2
District or local school funds plus industrial, commercial, service organizations, and "other" unspecified contributions	2	0
Private funds		
Private contributions (unspecified)	7	10
Tuitions plus private contributions (unspecified)	1	0
Tuitions plus contributions from service organizations and PTA	1	0
Private contributions plus community chest funds	1	1
Funds from industry	0	2
Total	30	35

[24] Walter R. Douthett, superintendent, Darby public schools, Darby, Pennsylvania, January 25, 1944.

[25] T. J. Berning, assistant commissioner, State Department of Education, St. Paul, Minnesota, August 24, 1944.

be seen that various combinations of public and private funds were thought of, as well as the utilization of either type of funds alone. Where federal funds were looked forward to, mention, in two or three instances, was made to the possibility of utilizing Federal Aid to Education allotments, should this Bill pass Congress.

Commenting on further legislation in the states, opinions appeared to concur on the advisability of permissive legislation that would make available either state or district funds and that would also allow for the collection of fees from the parents to defray a part of the cost. Provision for credentialing of teachers, licensing of nursery schools and setting of standards by the state departments of education were brought out as other phases of desirable legislation. Very clearly delineated was the universal accord that nursery schools should continue as an integral part of the public school system—as a helpful extension of the public schools downward—*not* as an endeavor separate or apart.

One further point should be mentioned in connection with legislation. It is the fact that funds must be provided without discrimination in the Southern states where segregation unfortunately still pertains. The equitable treatment provided under the Lanham Act must be continued. Some sort of federal provision for this will need to be made. Otherwise, we will go on expending a part of our useful and potentially capable citizenry through educational deprivation and neglect.[26]

CONCLUDING STATEMENT

We have engaged in a war these past years aimed at preserving democracy and at bringing into being a better world. If we are to succeed in our endeavor, we must not only win along the far-stretched battle fronts. We must win at home. One of our major battles is to bring up sturdy, courageous and healthy children. Only by such means will we remain free from further turmoil and hate.

The child care centers have taken their place on the war front. They have shown themselves worthy of continuing to serve children and parents in the postwar world, not as facilities set apart and outside of what is commonly done for children and parents, but as a well-integrated and cohesive part of what all the schools of the nation must eventually undertake.

[26] For further treatment of this item, *see* reports of the National Non-Partisan Council on Public Affairs, the Alpha Kappa Alpha Sorority, 961 Florida Avenue N. W., Washington, D. C.

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News Notes

Psychologists of the Chicago area attended the Twentieth Anniversary Program of the Chicago Psychological Club in the Fine Arts Building of the University of Chicago the evening of December 8. The program recognized the occasion of the first season of the Chicago Psychological Club in 1924-25 by presenting a panel discussion of modern projective techniques of the Rorschach Test, which at that first meeting was reported as a new development by Dr. David M. Levy. "Rorschach Twenty Years After" was the subject of the discussion by Dr. Samuel J. Beck. Dr. Eva Ruth Balken spoke on "Thematic Apperception." Grace E. Munson, who is the only charter member of the Club still residing in the area, acted as honorary chairman.

Research in progress at the Mooseheart Laboratory for Child Research, Mooseheart, Illinois, was the subject for discussion by the National Advisory Council for Child Research at a meeting held November 17, 18 and 19. Also at this meeting the Council endeavored to offer suggestions for cross-sectional and longitudinal studies of the Mooseheart Laboratory for future investigation.

The Council, established in 1930 by the Director of the Laboratory, Dr. Martin L. Reymert, was recently reorganized and at present includes the following members: Dr. John E. Anderson (preschool child); Dr. Allan G. Brodie (dental sciences); Dr. E. W. Burgess (sociology); Professor A. J. Carlson (physiology); Dr. H. F. Helmholz (pediatrics); Dr. Ernest Horn (curriculum construction); Dr. R. L. Jenkins (psychiatry).

Dr. Wilton Marion Krogman (anthropology); Dr. C. A. Prosser (vocational education); Dr. Louise Stanley (home economics); Dr. Carl R. Rogers (clinical psychology); and Dr. R. W. Tyler (education).

On Saturday, November 25, the Eastern Association of College Deans and Advisers of Men held its Sixteenth Annual Meeting at the Hotel New Yorker, New York City. The subject of the morning session was Postwar Problems in College Counseling, with the President of the Association, the Rev. Joseph A. Koonz of Fordham University, acting as Chairman. "Educational Directives for the Returning Veteran" was discussed by the Very Rev. Joseph R. N. Maxwell, S. J., and "The Nature of the Returning Veteran" was the subject chosen by Commander Francis J. Braceland. At the afternoon session a business meeting was held, followed by a round table discussion on Counseling Techniques for the Returning Veteran, with opening presentations by Lt. Col. Morton A. Seidenfeld and Captain Mitchell Dreese.

Dr. Walter V. Bingham, Chief Psychologist of the Classification and Replacement Branch of the Adjutant General's Office and Chairman of the Ad-

visory Committee on Classification of Military Personnel since 1940, received the Emblem for Exceptional Civilian Service at a presentation ceremony October 25 in the office of the Major General. This is the highest civilian award conferred by the War Department and is in recognition of the outstanding service rendered by Dr. Bingham in developing and organizing the personnel system of the Army.

The citation read by Colonel George R. Evans was, in part, as follows: "As chief psychologist of the Adjutant General's Office during the early days of the organization of the Personnel Classification and Replacement Branch, his ability to formulate psychological tests which have become standard in the selection of personnel for initial and specific assignments and his keen foresight and knowledge of psychological problems as applied to the military Personnel Classification System, made him an invaluable aid. His thoroughness and efficiency are reflected in the establishment and acceptance of the Army General Classification Tests and Aptitude Tests as a standard military personnel procedure."

Remedial reading techniques were demonstrated and discussed by the staff of the Pennsylvania State College at the annual seminar on reading disabilities held from January 29 to February 2. Demonstrations and discussions on a differentiated program for analyzing and classifying reading disabilities was conducted by the staff of the Reading Analysis Unit of the Reading Clinic, and visiting speakers also participated in the program.

The annual conference on reading instruction conducted by the Reading Clinic staff of the School of Education of the Pennsylvania State College will be held June 26-29. Activities will be differentiated and secondary school teachers, college teachers, special class and speech teachers for school psychologists and all will deal with classroom problems. Copies of the program and information on transportation schedules may be obtained from the Secretary of the Reading Clinic, Miss Betty J. Haugh, Pennsylvania State College, State College, Pa.

Dr. Katherine Murdoch, consulting psychologist, has recently accepted two new part-time positions, one as psychologist at Friends Seminary, New York City, the other as vocational psychologist for the Youth Consultation Service of the Church of Mission of Help in Newark, New Jersey.

According to a recent poll at Skidmore College the importance of psychology is recognized by both the faculty and the students as is evidenced by the requirement of general psychology in many major fields and by the per cent of the total student group enrolled in psychology courses.

Thirty-two per cent of the 848 students at Skidmore are enrolled in the department of psychology. Of these more than 35 per cent elect it because they believe that it is necessary in preparation for a future vocation. About 40 per cent are taking psychology for general cultural development. It is interesting to note that only 64 students are taking the psychology courses merely because they are required. There has been a slight increase during the past four years in the per cent of students majoring in psychology.

The college officials feel strongly that general and educational psychology is vital as a background for many major fields, including home economics, nurs-

ing, public school music, physical education, and as a preparation for the teaching of all academic subjects. Business majors and art majors are also advised to take the general course. Child psychology and psychology of adolescence are further required for majors in the department of home economics.

Pi Lambda Theta announces two awards of $400 each, to be granted on or before August 15, 1945, for significant, unpublished research studies on any aspect of the professional problems of women. A study may be submitted by any individual, whether or not engaged at present in educational work, or by any chapter or group of members of Pi Lambda Theta.

Three copies of the completed research study must be submitted to the Committee on Studies and Awards by July 1. Information concerning the awards and the form in which the final report must be prepared will be furnished upon request by the Chairman of the Committee on Studies and Awards, Miss May V. Seagoe, University of California at Los Angeles, Los Angeles, California.

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BOOK REVIEWS

PERSONALITY AND BEHAVIOR DISORDERS. Volumes I, II. Edited by J. McV. Hunt. New York: The Ronald Press Co., 1944. Pp. *xii*+1242. $10.

This handbook attempts to assay what present day psychology, psychiatry, anthropology, sociology and the different biological, psychological, etc., methods they use, have contributed to the understanding of "personality" and "behavior disorders." The aim of the volumes is, in the editor's words, "to disseminate existing knowledge of persons, to foster the cross-disciplinary approach in the several related fields, to save bibliographical effort for busy clinicians, scholars, and teachers, and to broaden the coverage of the textbooks of the future . . . " (p. v.) The level to which the volumes are pitched necessarily varies with the 35 contributors; nevertheless its range is roughly that which should be readable by graduate students embarking on a professional life centered around the study of personality.

The work is divided into eight sections. The first section deals with theories of personality (MacKinnon, Guthrie, Mowrer and Kluckhohn). The second section deals with cross-sectional methods of assessing personality. It includes papers on the subjective coaluation testing and projective testing of personality (Jones, Maller, White, respectively). The third section deals with the "clinical" approach and includes papers on the psychoanalytic view of behavoir dynamics (French), on the dynamics of psychosomatic disorders (Saul), on experimental analysis of psycho-analytic theories (Sears), on special experiments and theories related to the experiences of success and failure (Lewin, Rosenzweig), on experimental neuroses (Liddell, Finger and Miller), and on hypnotism (Jenness). The fourth section deals with organic-biological contributions to the understanding of personality; it includes articles on heredity (Penrose), constitution (Sheldon), brain lesions (Cobb), and physiological factors (Shock). The fifth section, dealing with experimental-social influence on personality development, is in a sense, the genetic-psychological part of the volumes. It includes papers on infancy (Ribble), childhood (Murphy), adolescence (Blanchard), ethnopsychology (Bateson), and ecology (Faris). The sixth section is devoted to behavior disorders; it includes papers on behavior disorders of childhood (Kanner), delinquency (Lowrey), the unfit in the armed services (Stearns), psychoneuroses (Malamud), functional psychoses (Cameron), psychopathy (Preu), and convulsive conditions (Lennox). The seventh section deals on the one hand with mental deficiency and impairment due to behavior disorders (Hunt), and on the other with electroencephalography (Lindsley). The eighth section is devoted to the therapy (Appel) and prevention (Stevenson) "of behavior disorders."

The aim of covering the field is achieved to a great extent, and the topics as well as the viewpoint of the contributors are of remarkable variety. The overlap of the presentations, though more than necessary, is not unduly great. The survey of such a variety of contributors and mutually contradictory views could have been made easier—for others than "insiders"—if a section would have been included stating the systematic positions of the schools the contributors represent. Even a short statement of the background, interests, affiliations and views of the contributors themselves could have been quite helpful in this respect. The effort to achieve, as much as possible, complete coverage of contributions to the understanding of personality, results in the inclusion of ideas and theories which have been obviously sterile (e. g., E. R. Guthrie, "Personality in Terms of Associative Learning," and N. W. Shock, "Physiological Factors in Behavior").

The only gross omission this reviewer could discover is that pertaining to the relation between personality and thought processes. Only R. W. White ("Interpretation of Imaginative Processes") touches indirectly upon the integration of varieties of normal thought processes with personality, and Hunt ("Psychological Deficit") as well as Cameron ("The Functional Psychoses") upon thought-products and modes of thinking as expressions of personality disorder. However, the increasing

amount of material concerning integration of thought processes with the total personality is nowhere directly treated. The fact is that the study of thought processes is still relegated either into the academic laboratories—which for such investigations are sterile—or to clinical investigations which have been likely to grasp merely the content-dynamics, or in a few cases its extreme pathological variants (the concept formation studies referred to by Hunt and Cameron) or its gross undifferentiated effects (the intelligence testing studies summarized by Hunt). The present trend in personality investigation, which appears to center on "ego-psychology," will however remain one-sided if the relation of thought processes to personality dynamics continues to be disregarded. The material on the topic is not rich, but is nevertheless suggestive and would have deserved summary.

The most valuable feature of these volumes for clinical psychologists is the fact that psychologists and psychiatrists appear together in it, offering to the clinical psychologist a chance to improve his acquaintance with psychiatry. Let us hope that for the future curricula of clinical psychologists this implication of the volumes will bring about the long-needed teaching of clinical psychiatry. It is also very important that, in a handbook compiled by a psychologist, this is the first opportunity for psychoanalysts to represent their views: the reading of French's and Ribble's presentations is likely to spell the end of a number of misunderstandings. Furthermore, the psychologists as well as psychiatrists who touch upon psychoanalysis present calm, critical appraisals (Mower, White, McKinnon, Appell, Malamud); and only two contributors (Guthrie and Cameron) use the overworked method of slighting instead of scientific argument.

To the mind of the present reviewer the most inspiring contributions, conducive to new thinking and work, were those of Ribble, Bateson, and White. Of the presentations giving not only summaries, but new results and ideas, Lewin's and Sheldon's were most inspiring. The most satisfactory summaries were those of Hunt, Cobb and Murphy. On the other end, Maller's summary of personality tests, and Cameron's summary of functional psychoses, were very unsatisfactory. The former includes much which is not pertinent to personality testing and fails to point up the unsatisfactory course embarked upon by the "personality tests" reviewed; the latter considers all which does not fit a certain—very unclear—pattern, useless.

The volumes are attractively published, and constitute an up-to-date document of personality study.

DAVID RAPPAPORT, *The Menninger Clinic*

ATTAINING MATURITY. By Luella Cole. New York: Farrar & Rinehart, Inc., 1944. Pp. *vii*+212.

Attaining Maturity is as thought provoking as it is easy to read. It provides a point of departure for thinking about maturity in relation to solving the problems of this complex world with particular references to the present and postwar period. This material has been developed out of the author's own experience. Whether the reader is in agreement with the point of view described does not matter; in fact, difference of opinion and controversy may help in accomplishing the author's purpose to provoke "such discussion as will lead to more mature attitudes in these troubled times."

The presentation of the material in this book is clear and logical but the content is difficult to summarize because it is already compact and all of it is important to the author's purpose. The book is divided into five parts.

In Part I, "The Need for Maturity," the author discusses the American way of life and shows by contrast with the Nazi philosophy and practice why it is so essential that we become a nation of adults. Even the greatest of our technological and scientific advances have not contributed to our understanding of other people and other ways—this can be done only through the development of mature attitudes. In this section also the advantages and disadvantages of maturity are described so that a reader may have some basis for understanding the desirability of growing up.

In Part II, "The Criteria of Maturity", the author has defined the various phases of maturity under four separate headings: intellectual maturity, emotional maturity, social maturity, and moral maturity. No one person is mature in all respects but some individuals more nearly approach complete maturity than do others.

In the third part, "Popular Escapes from Maturity," the ingeniousness of the human mind in finding escapes from maturity and reality are considered. The most common

methods of escape are defined and illustrated: escape by fantasy, by play, by solitude, by fanaticism, by projection, by sophistication, and by illness. In the first three instances the author also shows the difference between the kind of day dreaming, play and solitude that leads to healthy constructive ends and the kind which provides the escaper with further retreat from reality. This section is illustrated by case material as is the preceding one.

Part IV, "Solutions for the Mature Person," has special significance because of its possibilities for practical application. This section concerns "Living with Yourself as You Are," "Living with Others as They Are," and "Living in the World as It Is." The necessity for facing oneself is described as the hardest reality of all but equally important is the fact that there is no escape from living with oneself. Suggestions concerning mature solutions to one's own handicaps, whether physical, mental, social or emotional are offered. In the matter of living with others the author stresses the necessity of adapting oneself to other people rather than to try to change them—personality alterations can be made only by the individual himself. "Living in the World as It Is" requires acceptance of the fact that it is an extremely human world in which progress is slow and that the most any one individual may be able to do is to make a small addition to the forces for good. Here again case illustrations are used.

The final section of the book, "Maturity and the War," presents the thesis that "victory rests upon the abilities and attitudes of entire adult populations. If our attitudes are sufficiently mature we have a chance to win; if they are childish we shall not win, even though our armed forces may put the enemy to rout. At the moment, then, a mature general public is especially necessary." In discussing whether or not mankind can adapt itself to a complex world created by its own intelligence the author emphasizes the need for "an education based upon reality but permeated by that spirit of love for the tolerance of one's neighbor that constitutes the core of all great religions. If the world is going to be saved from these recurrent situations for which the application of brute force is the only solution, it will be saved through an upsurge of the human spirit, based upon a realistic appraisal of mankind and guided by a deep sense of what is right." This section deals, too, with the present destructive use of both human and technical resources—resources which would enrich life immeasurably if used for constructive purpose. The importance of the adolescent and his education is stressed because the maturity of his attitudes will determine very largely the world of tomorrow.

In closing the author discusses war adjustments and makes a final plea for the development of maturity—"Unless the sum total of actual power in the world is directed toward the ends of peace and is so allocated that no one clique can seize it, it will sooner or later produce another war. If all of us are willing to sacrifice for winning the peace just as we are now sacrificing for winning the war, we can have peace, but we shall need more maturity of outlook than some of us have shown thus far . . . . . If Americans can achieve the necessary maturity they can play an important role in determining the nature of the postwar world. But to take our part properly we shall need the intellectual maturity to see our way clearly, the emotional maturity to control ourselves and to face reality with courage, the social maturity to get along tolerantly with people different from ourselves, and the moral maturity to do what we know is right."

This book has a special appeal because it is written in such a way as to be meaningful and stimulating to the lay reader as well as to the educator or psychologist.

This book provides the kind of material for which the teacher of human relations, guidance and counseling, or psychology of personality is always seeking and rarely finds. It will continue to be useful long after the section on "Mature Attitudes in War and Peace" ceases to have the particular significance that it now has. The objectivity with which personal experience and opinion have been handled is unusual. There is in it much wisdom backed by sincerity and clarity of purpose—it should be read by any individual who is interested in helping to solve present problems and to build a lasting peace.

JESSIE RHULMAN

CORNELL UNIVERSITY

CORRESPONDENCE

To Members of A. A. A. P.:

It has come to the attention of the Committee on Professional Relations with Social Workers, A. A. A. P., from various sources over a period of years, that there is much variety in conduct on the part of psychologists who work for and with social workers and social agencies. Some of these variations are such that in course of time confusion will be set up in the minds of social workers, and, indeed, in many instances, this confusion already exists as to what to expect from psychologists. The relationship as a whole between the professions will suffer. The Committee is now in process of considering plans by which this confusion may best be avoided. Meantime, they would be assisted in this work by information and suggestions from the membership of A. A. A. P. and would gratefully accept any such information or suggestion which could be forwarded to the Chairman of the Committee, by whom it will be circularized among the other members of the Committee. There follows a list of problems which have already been brought to the attention of the Committee through the actual experience of psychologists working among social workers. We would like your comments on the problems raised by these experiences and any experiences or observations you have to offer as well as your ideas as to what policies should be formulated and the plans by which they can best be developed as ground of common professional understanding between two professions already sharing vital experiences and professional relationships. The committee is eager to have help from members who have not had contact with the social work profession as well as from members who have enjoyed such contact. The experience of those working in other fields of application is often invaluable in clarifying problems which have arisen in this field.

Problems already under consideration:

1. Some psychologists make it a rule never to give an I. Q. to the social worker or agency which refers a case to the psychologist for psychological study. Recommendations and predictions are expressed to the social worker but the I. Q. itself is never divulged. Other psychologists uniformly give the I. Q. to the case workers or responsible members of the agency. Still others use their own discretion in this matter and sometimes give out the I. Q. to the case worker or agency and sometimes do not. It seems there should be some policy approved by some authoritative source among psychologists by which all psychologists could be governed in this matter and which could be understood by the social workers to be the policy of psychologists. Even if it were a policy favoring the use of the discretion of the psychologist this in itself could be understood by the social workers to be general policy among psychologists and they would not feel that the policy in regard to this matter was arbitrarily set by each psychologist with whom they worked.

2. Some psychologists will not touch a case for a social worker or an agency until they have been given a certain type of social case history. Other psychologists will take a case under some circumstances when no case history is available to the psychologist. The type of case history asked for varies with the psychologist and social workers have to acquaint themselves with the kind of case history wanted each time the agency contacts a different psychologist. Would it be well for the psychologists themselves to develop a case history outline which could serve as a basic outline with which social workers could familiarize themselves?

3. One psychologist who directs a clinic supported by the local Community Chest urges social agencies to limit their contacts with psychologists to those who work on the staffs of social agencies. Other psychologists serve social agencies occasionally while carrying on consultation work in other fields. Do psychologists on the whole consider it desirable for social agencies to "recognize" psychological social agencies as the only source of psychological services to the social work profession?

4. The whole question of fees in this field

is in chaos. Some psychologists do occasional work for social agencies without charge as their contribution to community welfare. Other psychologists make a custom of charging a nominal fee for the same reason. Other psychologists make varying charges to different social agencies more or less according to "what the traffic will bear." The fee in this case is set by the generosity of the community toward the social agency seeking the service. Other psychologists charge a fairly high fee for their services disregarding the community welfare aspect of the matter. The result is that some social agencies honestly feel they are entitled to draft the services of a psychologist at need as a community welfare service whereas others feel as sincerely that psychologists should be adequately paid for their services. Should not the psychologists themselves at least have some idea of what to present to social workers as "adequate" in the matter of fees?

5. Some psychologists, when dealing with social agencies confine themselves entirely in reporting the results of their studies to analysis of the problems and recommendations lying within what they consider to be the "educational field," although when dealing with cases referred from other sources the same psychologist may go far beyond this field in studying the problem and making recommendations. Other psychologists in the carrying out of what they envisage as their own part of the "program" (remedial) include so much direct work with the subject beyond the uttermost bounds of the "educational" that the case worker sometimes justifiably complains that the psychologist has "taken over" case work responsibility as well as furnishing the contribution for which he was asked. This condition in itself is responsible for much of the variation in feeling among agencies as to when to ask for the services of a psychologist and (sometimes) whether to ask for them under any circumstances.

6. The executive of one social agency refused to participate in a conference with a psychologist who was handling a case for the Red Cross into which the non-Red Cross agency had been drawn, on the grounds that "it is the policy of the agency not to have anything to do with a 'private psychologist'." The psychologist in this instance was a member of the Consulting Section of A. A. A. P., had worked with and for social agencies over a period of years and was at the time of this incident regularly employed by the non-Red Cross agency itself in its office in another part of the state. Any general custom on the part of social agencies of setting up their own qualifications for consulting psychologists or their own definition for "private psychologist" could lead to nothing but disturbed relations between the professions and there should be some understanding reached with the social workers as to what is expected of the agencies along this line. While any agency should be free to ask for the services of any psychologist at the discretion of the agency itself it would seem that recognized professional courtesy should not include refusal to enter into conference with any psychologist working in a recognized capacity for another agency.

7. Psychologists working on the staffs of social agencies find their areas of professional responsibility set by the area of responsibility of the agency itself within the local circumstances of its own participation in the welfare program of its own community. The same psychologists, when not working on the staffs of agencies and other psychologists entirely unconnected with any social agency, find their work unaffected by the necessity of recognizing such limits which are often artificial and arbitrary. This situation has led to much confusion among social workers as to the proper "area" of work of the consulting psychologist and should be clarified for the entire profession with full interpretation of the origin of the difficulty. This difficulty is perhaps enhanced by the trend of social work agencies to accept more or less standardized "areas" of responsibility set by the name of the agency rather than by the place of the agency in the local framework of needs and community resources. While this trend is unquestionably of great value in developing the profession of social work or it would not be accepted by social workers, it makes it a little difficult for them to recognize the more flexible delineation of "areas" possible to a profession whose primary concern is inevitably the qualification of individuals rather than the circumscribing of agency activities.

EDWINA A. COWAN
Chairman, Committee on Professional Relations with Social Workers

AMERICAN ASSOCIATION FOR APPLIED PSYCHOLOGY, INC.

The object of this Association is the promotion and development of the service which psychology as a science can render society in its application to business, education, industry, law, medicine, mental hygiene, social welfare and related fields. To that end it is concerned with the development of psychological service and practice at a high level, with the encouragement and facilitation of research, and with the promotion of high professional and ethical standards. Its particular business shall be: the definition of professional and ethical standards, the improvement of training facilities in applied psychology, the conduct of meetings for the interchange of information among its members, the issuance of publications for both its members and the general public, the furtherance of cooperation with non-psychological groups, the development of new professional opportunities, and the transaction of such other business as is consistent with its primary purposes or is authorized by its Articles of Incorporation or its By-Laws.

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WISCONSIN ASSOCIATION FOR APPLIED PSYCHOLOGY, 1939

President, W. W. BOEDLE, PH.D., Milwaukee State Teachers College, Milwaukee, Wis.
Secretary, G. J. RICH, PH.D., M.D., Milwaukee County Guidance Clinic, Milwaukee, Wis.

WASHINGTON-BALTIMORE BRANCH OF AMERICAN PSYCHOLOGICAL ASSOCIATION, 1940

President, W. W. CRUEE, PH.D., Wilson Teachers College, Washington, D. C.
Secretary, J. W. MACMILLAN, PH.D., University of Maryland, College Park, Md.

MICHIGAN PSYCHOLOGICAL ASSOCIATION, 1941

President, RUTH M. HUBBARD, PH.D., Consultation Bureau of Detroit, Detroit, Mich.
Secretary, P. H. VOORHEIS, PH.D., Detroit Public Schools, Detroit, Mich.

MINNESOTA SOCIETY FOR APPLIED PSYCHOLOGY, 1941

Secretary, RUTH MAYER, M.A., 637 Third Street, South, Minneapolis, Minn.

METROPOLITAN NEW YORK ASSOCIATION FOR APPLIED PSYCHOLOGY, 1942

President, W. H. WUERSTEN, PH.D., Federal Advertising Agency, 444 Madison Avenue, New York, N. Y.
Secretary, BLANCHE C. WEILL, ED.D., 476 West 24 Street, New York, N. Y.